DOCUMENT RESUME

ED 446 792 JC 000 731

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|---|---|
| TITLE | Accountability and Productivity in the Illinois Community College System Report. |
| INSTITUTION | Illinois Community Coll. Board, Springfield. |
| PUB DATE | 2000-10-00 |
| NOTE | 68p. |
| PUB TYPE | Reports - Research (143) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | *Accountability; College Role; *Community Colleges; *Educational Assessment; *Productivity; School Effectiveness; Two Year Colleges |
| IDENTIFIERS | *Illinois Community College System |

ABSTRACT

This report highlights and summarizes accountability activities and initiatives submitted by Illinois's 48 community colleges in their Accountability/Program Review Reports. This report has three primary sections: (1) Accountability Special Focus Area, which describes college priorities, performance-based incentives--district-based goal, and academic and student services--and availability and accessibility; (2) Analyses of the Results of Fiscal Year 2000 College Program Reviews, which examines programs in five academic disciplines, 37 occupational program areas, and in adult and developmental education and English as a Second Language; and (3) State-Level Initiatives, which discusses initiatives undertaken at the state level in support of the role community colleges in Illinois play in meeting local and statewide needs for education and workforce development through high quality, accessible, and cost-effective programs and services. This report provides evidence that Illinois's comprehensive community colleges play a vital role in the state's educational and workforce preparation; they provide access and opportunity to nearly one million diverse students annually. They are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. Illustrates that the colleges are committed to continuous improvement of their programs and services and that they have strategic planning processes in place to address future needs. Appendices include community college program review tables. (VWC)

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REPORT

# Accountability and Productivity

## in the Illinois Community College System

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**October 2000**



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Illinois Community College Board

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# ACCOUNTABILITY AND PRODUCTIVITY IN ILLINOIS COMMUNITY COLLEGES FISCAL YEAR 2000

## Introduction

This report highlights and summarizes accountability activities and initiatives submitted by Illinois' 48 community colleges in their *Accountability/Program Review Reports.* The reports submitted by the colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that best support each college's mission. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high quality manner. Each year, colleges also address selected focus areas of particular relevance to state-level issues and concerns.

The three primary sections of this report include **Accountability Special Focus Areas, Analyses of the Results of Fiscal Year 2000 College Program Reviews, and State-Level Initiatives.** Topics considered in the Accountability Special Focus section this year include College Priorities, Performance-Based Incentives - District-Based Goal, and Academic and Student Services - Availability and Accessibility. Colleges were also asked to submit information regarding programs and activities that support and help advance the six goals identified in the Illinois Board of Higher Education's initiative titled *The Illinois Commitment: Partnerships, Opportunities, and Excellence.* The responses were summarized in the *Illinois Community College System Results Report for Fiscal Year 2000*, which was issued as a separate document in September 2000. Programs in five academic disciplines, 37 occupational program areas, and in adult and developmental education and English as a Second Language are examined in the Results of Fiscal Year 2000 College Program Reviews. The State-Level Initiatives section briefly highlights initiatives undertaken at the state level in support of the role community colleges in Illinois play in meeting local and statewide needs for education and workforce development through high quality, accessible, and cost-effective programs and services.

The report of *Accountability and Productivity in Illinois Community Colleges for Fiscal Year 2000* provides evidence that Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services and that they have strategic planning processes in place to address future needs.

**Accountability Special Focus Issues**
**for Fiscal Year 2000**

Each year in addition to the regular Program Review/Accountability analyses focusing on instructional programs, colleges are asked to address selected specific issues that have been identified during the state's review of the previous reports or as a result of state-level analyses and priorities. During fiscal year 2000, focus areas included **College Priorities, Performance-Based Incentives – District-Based Goal, and Academic and Student Services – Availability and Accessibility.** A discussion of each of these focus areas follows.

## College Priorities

Starting in fiscal year 1995, colleges have annually reported their institutional priority statements as part of the Accountability/Program Review process. These statements are derived from, and consistent with, the college mission and reflect the internal and external changes experienced by the college. Annually updating institutional priority statements ensures that colleges focus their attention and resources on new and ongoing initiatives that are most relevant to the mission and goals of the college.

The priority statements reported by the colleges also support the **Seven Pledges** articulated in the **Promise for Illinois**, which addresses the role Illinois community colleges should play in building a strong future for the state of Illinois and its residents. College priority statements demonstrate support of the pledges through various programs or initiatives. Examples of these are summarized below.

**Pledge One:** *Address workforce development needs with flexible, responsive, and progressive programs.*

- workforce development planning
- extension of comprehensive career development programs
- collaboration with Workforce Development Commissions
- partnership with local companies to expand work-based learning opportunities

**Pledge Two:** *Offer rigorous courses and programs designed for college and university transfer.*

- participation in the Illinois Articulation Initiative
- development of the "University Center" concept to offer baccalaureate and graduate programs to adult residents of the district
- pilots of flexible scheduling models to maximize instructional coordination

**Pledge Three:** *Expand adult education and literacy programs necessary for individuals and families to have high quality work and life in Illinois.*

- reduction of educational barriers to adult students
- increased use of flexible scheduling for adult education courses
- delivery of short-term training programs to special populations

**Pledge Four:** *Equip Illinois residents with the technology skills they need to be successful in the 21st century.*

- development of "smart" classrooms and other technology-related teaching aids
- technology infrastructure updates
- implementation of comprehensive technology plans to draw campus resources together

**Pledge Five:** *Emphasize high quality in all programs, services, and operations.*

- commitment to teaching and learning
- design of special awards based on assessment outcomes
- focus on continuous improvement of quality instruction
- research into new technologies to improve educational programs and instruction

**Pledge Six:** *Deliver affordable learning opportunities to the doorstep of Illinois residents.*

- increased distance learning opportunities
- provision of web-based instruction
- emphasis on personalized and responsive services
- service as an "Academy of Learning" for the entire community
- adoption of new technologies for delivering academic courses beyond the classroom

**Pledge Seven:** *Model and promote leadership and ethical decision-making.*

- infusion of the concepts of leadership and core values college-wide
- emphasis to students of the importance of moral values and a sense of community
- implementation of "Ethical Fitness" models

## Performance-Based Incentives – District-Based Goal

In May 1998, the Illinois Community College Board approved a Performance-ased Incentive System (PBIS) with six statewide goals and a district-based goal. PBIS was designed to focus on teaching and learning, provide additional funds "at the margin," recognize high performance and improvement, have a long-term perspective with an extended pilot phase, and consist of meaningful goals and measures.

The Statewide Measures account for 60 percent of funding and include Student Satisfaction (12 percent); Student Educational Advancement (capitation); Student Success in Employment/ Continued Pursuit of Education (capitation); Student Transfers (capitation); Population Served (8 percent); and Academically Disadvantaged Student Success (8 percent). The PBIS District-Based Component (40 percent) focuses on one of three areas: Workforce Preparation, Technology, or Responsiveness to Local Need. Ten college districts chose a goal in the area of responsiveness to local needs, 21 districts chose the area of technology, and eight districts and one college from the City Colleges of Chicago district chose the area of workforce. PBIS was funded at $1 million in fiscal year 1999, $1.5 million for fiscal year 2000, and $2 million for fiscal year 2001.

During the initial year, Review Panels evaluated the appropriateness of the goal, objectives, proposed plan, and benchmarks as well as the completeness of the proposal. Districts whose plans addressed an

appropriate goal and were complete were funded during the initial year. For fiscal years 2000-2002, the Review Panels are using a four quadrant scale in the review process: no effort/improvement, some effort/improvement, good effort/improvement, and exceptional effort/ improvement. Review Panel members are looking for college outcomes achieved and progress documented. College submissions are evaluated by Review Panel members on four specific components and an overall holistic rating is determined: clarifications or modifications addressed, implementation of plan to achieve goal benchmarks, and revisions to plan/activities. Increased funding is awarded for higher performance. Peer review panels are currently evaluating the most recent college submissions to assess college outcomes and progress toward their goals. Detailed information on the results of the district-based goal reports will be presented to the ICCB at a later date.

**Academic and Student Services – Availability and Accessibility**

Colleges were asked to describe their policies and practices for the identification of students who required support services for (1) academic needs, (2) physical needs, and (3) social needs, as well as policies and practices that ensure that students with identified needs are linked with the appropriate services(s). Relatedly, they also were asked to discuss how the college collects and reports data regarding students with disabilities, including issues of the reliability of the data that is reported.

Illinois community colleges are becoming increasingly proactive in providing support services for all students. Colleges are looking for ways to collaborate and coordinate their efforts with other state agencies and funding sources to avoid duplication of services or effort. More and more colleges, such as John Wood Community College, are taking the one-stop approach so that individuals who require support services may access information and services at one location. The support services are then designed to give each student an integrated service package with primary emphasis on personal, vocational, academic, and career development.

A variety of outreach activities promote the early identification of students with needs. Printed materials, campus meetings, liaisons with community groups, referrals, student/faculty mentors, service awareness speaking engagements in the community, Open Houses, high school exit interviews, local student service advisory groups or committees, individual consultations with students, and student orientation programs are some of the practices used by colleges to ensure that students with identified needs are linked with the appropriate services.

***Academic Needs.*** Most community colleges identify students with special academic needs during their assessment of the students' basic skills and the academic advising process. Lincoln Trail College requires all students who do not have a specified ACT score to take the Asset test. Students whose Asset test results indicate they are deficient in English, reading and/or mathematics are required to register for appropriate courses. John A. Logan Colleges asks students to complete a short questionnaire during the assessment stage to identify student needs, such as career information, transfer assistance, tutoring, counseling, reasonable accommodations, student activities, and financial assistance. Moraine Valley Community College will require, effective spring 2000, that all new full-time students complete a one-credit hour course, COL101 - College: Changes, Challenges, Choices, to assist students in determining their

career goals, assessing their study strategies, and clarifying values and developing decision-making skills. This course also provides an opportunity for early intervention with students who experience academic difficulties during their first semester. Other methods of identification of academic needs faculty referrals, early warning systems and programs, developmental course lists, and collaboration with high school counselors. Due to location, some colleges are challenged to reach students who need academic support services. For example, Frontier Community College has an Outreach Coordinator in each county of its geographically large district to provide a link to students in remote areas.

***Physical Needs.*** Most students who require physical accommodations are identified during the admission process. At the beginning of each semester at Malcolm X College, the Office of Special Needs staff identify physically challenged students via their student information system; referrals from the campus counseling office, financial aid office, instructors, and administrators; and referrals from community agencies, state agencies, or area high schools. Then the students are contacted by mail and/or telephone regarding orientation on the services available to assist in their learning. Faculty at Kankakee Community College are expected to include information about the services of the Special Needs Office in their course syllabi. At Lincoln Land Community College, once the students' needs are identified, a Special Needs Professional conducts faculty presentations and produces "tip sheets" for faculty on how to assist students who need physical accommodations.

***Social Needs.*** Students with special social needs are less likely to be identified during the admission and/or advisement process. These are the students who are often most difficult to assess because they are less likely to self-report their needs and more likely to avoid identification. However, when students are identified for social needs, they are generally provided with in-house counseling, as well as out-source referrals to address their personal and academic issues.

Kaskaskia College identifies and promotes the services available through the Student Support Services Center for first-generation college students, students with certain income levels, and students with disabilities through their new student orientation program. Through their new required course, COL101 - College: Changes, Challenges, Choices, Moraine Valley Community College hopes to foster an appreciation for diversity among students. Richland Community College has adopted a board policy that establishes a Multicultural Student Enrichment Program to "promote the educational experiences of students through the development of, exposure to, and participation in social, cultural, intellectual, recreation, and governance programs designed to reflect the needs of ethnic populations, older and disabled students, and other students with unique interests."

***Data Collection.*** Reporting data regarding students with disabilities has been a challenge at most colleges because the students' need to self-identify. The colleges are often only aware of students who self-identify and/or request accommodations.

A variety of strategies are being used by the college to ensure the data are as reliable as possible. Most colleges make use of their in-house databases in conjunction with ISBE and ICCB data reporting mechanisms, such as the Annual Special Populations Perkins report, the Underrepresented Groups report, and the A-1 reports. Comparison of the various databases helps to verify the accuracy of the data. Some colleges are using software solutions to improve their data collection or are creating computerized tracking

systems to ease report compilation. Harry S Truman College is converting to PeopleSoft in an attempt to improve its data collection and make reporting more accurate while Illinois Valley Community College has installed the Datatel Colleague administrative software to enhance its data retrieval capabilities. Other strategies include having staff directly responsible for serving the students collect the data and separate the information into categories of need and support service provided.

**There is a clear need to improve the reliability of the data collected on students who require special services. Colleges should explore strategies to strengthen the data and improve the reporting process, such as the coordination of the various existing reporting formats, increased collaboration between advisement and special services, matching administrative software to support services, and providing more technical assistance to those responsible for collecting the data.** As colleges are moving toward a more centralized approach to providing student services, a similar consolidation of reporting methods would also enhance the reliability of the data as well as make the data more useable for budgeting and planning purposes.

***Availability of Student Services for On-Line Courses and Programs***. With the increase of on-line courses available each year, colleges recognize that support for on-line students is critical. Many students are advised of the availability of student services through Alternative Learning staff at the time of registration. Rock Valley College publishes *Distance Learning Plus* which outlines information and instructions for successful progress in alternative delivery courses. This booklet is mailed to each student enrolled in alternative delivery courses at the beginning of each semester. Moraine Valley Community College established a Virtual College Task Force to review college policies and procedures relative to the delivery of on-line courses and to assess the availability of services to support on-line students.

Many Illinois community colleges are taking advantage of projects currently being piloted by the Illinois Virtual Campus (IVC), such as on-line tutoring, a Frequently Asked Questions (FAQ) web site, and a tool to allow students to self-assess readiness for the electronic environment. At Oakton Community College, students taking on-line courses are offered selected technical assistance, and students taking media-based (audio and videotape) courses must take their examinations in the college's Testing Center which serves as an opportunity for the college to make its services available. McHenry County College offers an orientation session and provides a "Student Handbook and Survival Guide" to all telecourse students.

Colleges are also using technology to make their support services available to more students. Virtual Reference Desks, such as the one at Lincoln Land Community College, on-line testing and assessment, counseling services, e-mail, web pages and web boards, and technical support are just a few of the services available to students in electronic format.

## Analyses of the Results of Fiscal Year 2000 College Program Reviews

In 1983, the Illinois community college system began a broad-based accountability initiative through regular program reviews. Seventeen years later, the process continues to be a major accountability effort. To ensure that programs remain viable in meeting student and employer needs, colleges conduct a review of programs at least once every five years. The review is based on three criteria: program need, program

cost, and program quality. This report highlights the results of academic, occupational, adult education and developmental and English as a Second Language programs that were reviewed during fiscal year 2000. It summarizes the program strengths and the challenges that are involved in keeping instruction relevant while maintaining cost-efficiency, as well as the numerous innovations that have been implemented to enhance program quality. In fiscal year 2000, community colleges reviewed a total of 461 occupational, 233 academic, and 29 adult and developmental programs. A breakdown of this information by college appears in Appendix Table 1.

**Academic Program Review.** Community colleges review academic programs at least once every five years; however, each college determines when such reviews occur. Every reporting year, an array of innovations and program improvements are described. In their fiscal year 2000 reports, notable efforts described by the colleges include ways of addressing remediation, retention, providing service learning opportunities, and increasing technology to facilitate student learning. With the current emphasis on assessment, some institutions such as Southeastern Illinois College added a syllabus review as a required part of program review, and the College of Lake County asked departments to "identify the learning outcomes of the program and provide evidence that students have achieved those outcomes." Overall, Kishwaukee College reports that enrollment in its Associate in Arts and Associate in Science degrees has doubled in the last five years. The college plans to increase the emphasis on SCANS skills and career information in general education courses.

***Program Need.*** Colleges examine enrollment and retention data when determining the need for particular academic offerings. In general, however, the need for academic coursework is apparent, as it provides the foundation for all degrees, whether occupational or transfer. General education courses develop a breadth of knowledge essential to a greater understanding of the world in which we live – its presence in the universe, its peoples, its environment, and its complexities.

***Program Cost.*** Program Review reports provided evidence that costs are generally in line with state averages. Variations arise in cases where, for example, faculty primarily are adjunct or long-tenured, the extent to which technology is utilized to provide up-to-date instruction, class size. Efforts to increase enrollments and lower costs include improving student access to courses through on-line instruction and experimenting with varying scheduling formats.

***Program Quality in Communications.*** Courses in English composition and speech are the cornerstone of the transfer curricula. A student who has difficulty in these courses is likely to be at a great disadvantage in other general education courses as well. Morton College reported that a critical problem exists in that students in its district are under-prepared in English. Nearly 35 percent of students responded that English was not their language of choice. As a result, assessing the level of English and critical thinking skills has become a major thrust of the college's attempts to improve its English program. Triton College faculty are developing a writing across the curriculum lab which will help students in all disciplines. Lincoln Land Community College is studying the feasibility of scheduling a speech 101 section specifically to target those students who experience an overwhelming fear of public speaking. Rock Valley College is considering addressing students' speech anxiety by promoting the use of speech video labs for practice and for taping class assignments.

Assessment activities are occurring on many campuses. At Harold Washington College, two English faculty were given released time to (1) oversee standards in placement testing and exit testing, including giving workshops each semester for all faculty grading placement writing samples and/or exit exams and (2) mentor new faculty and review assignments and grading practices of each adjunct faculty member to ensure that all students are able to meet the requirements to pass the appropriate exit exams. Rock Valley College will develop a proficiency exam in fall 2000 to allow students with prior background in speech to test out of the course, thereby reducing their time to degree.

Technological advancements were reported by several colleges. For example, Lincoln Land Community College reports that, in an Honors Speech class, students were given the option of completing their speeches with or without the aid of Power Point software. Seventy percent chose to use the software program for every one of their speeches. For the second year in a row, students at Rock Valley College were permitted to substitute an off-campus public relations presentation to at-risk student populations in place of a classroom speech.

***Program Quality in Mathematics.*** Mathematics courses frequently are prerequisites to other courses in science, business, and technology programs. In their reports, institutions expressed concern about students' increasing need for developmental/remedial courses. McHenry County College will pilot a program at area high schools in which a faculty member from the math department will talk directly with students about the math placement tests and college expectations. The college will incorporate the topics of study skills and dealing with math anxiety in remedial classes. McHenry also plans to further develop the use of graphing calculators within the curriculum and educate faculty in the implementation of this technology within the classroom. College of Lake County's math department has a goal of exposing students to appropriate quantitative technology. The college has introduced TI-83 graphics calculators into developmental and introductory level courses, allowing a wider range of students to receive the benefits of technology rather than limiting these opportunities to an elite few in advanced courses. A large majority of students surveyed indicated that their calculator and computer skills had improved considerably as a result of this effort. The math department plans to continue working with Academic Systems Mediated Learning System to reduce attrition and speed up students' completion of prerequisite courses.

***Program Quality in Humanities and Fine Arts.*** As part of its assessment plan, Moraine Valley Community College faculty developed department final exams for Art, Music, and Theatre Appreciation courses. Faculty plan to develop instructional materials for use in each of these disciplines by fall 2001. Rock Valley College provides students with an opportunity to earn college credit through service learning. The college is planning a children's theatre program in primary and secondary schools in the district. Students will write scripts and direct plays performed by school children for practicum credit, and school classes will be invited to attend the performances. This initiative should stimulate greater demand for college credit courses and invite students to build professional portfolios, which document their theatre experience.

***Program Quality in Social and Behavioral Science.*** Courses in social and behavioral science are often required in business, education, social services and health care curricula. In their reports, numerous colleges identified assessment activities including the development of pre- and post-tests, and plans to increase retention. College of Lake County faculty will use test results to determine if program outcomes

are being achieved. Modification of instruction will be based on the tests and the information from the instruments will be used in the orientation of new faculty in the discipline. Parkland College surveyed 591 students in selected introductory sections in social and behavioral science courses. The expectations were that 70 percent of students would be able to correctly identify 70 percent of key concepts and discipline specific knowledge and that 70 percent of the students could apply the social scientific approaches with 70 percent accuracy. Of the students surveyed, the criterion for identification was achieved (78 percent), but the criterion for application fell just short of the 70 percent goal (66.2 percent). Faculty will continue to develop strategies to link classroom content to real life situations to assist students in the application of knowledge. Increased communication among faculty was an added benefit as they collectively reviewed curricula, prioritized concepts to be taught, and developed new learning objectives. Dr. Peter Ewell of NCHEMS encouraged continued use of this unique method, further analysis and research, and published results of the faculty's findings. Wilbur Wright College, in conjunction with its sister colleges, is developing a required exit testing procedure for a National Government course in order to improve grading practices – especially between adjunct and full-time faculty, and to ensure curriculum quality across the district for a widely taught, commonly numbered class. In sociology, Wright reported that higher retention can be attributed to strict enforcement of the English 101 prerequisite for entering students.

Expanded learning opportunities for students were reported by several institutions. For example, William Rainy Harper College is beginning a chapter of Psi Beta, the national honor society for community college students with an active interest in psychology. An Educational Mentor Program at Harper was expanded to include involvement with activities related to elder care and chronic long-term mental health facilities (Aids Walk Harper and Ribbons Walk Harper). Elgin Community College wrote that an instruction coordinator has begun to establish a working relationship with foreign government consulates in Chicago, as well as initiate a relationship with local historical and cultural associations, political bodies and governmental associations, nonprofit and business groups, and police organizations to develop internships in history and political science.

Highland Community College will continue a collaborative team teaching project between English and psychology faculty. Based on input from local social service agencies, Heartland Community College will expand its course offerings to include substance abuse and will create a certificate that will include courses in criminal justice and psychology, as well as social work.

***Program Quality in Physical and Life Sciences.*** Community colleges offer broad, general physical and life science courses for students of general education and narrowly focused courses for students in majors such as health, engineering, and science and related pre-professional areas. A frequently mentioned item in many college reports was the addition of technology to instruction. In spring 2000, a survey by the Physical and Life Science Panel of the Illinois Articulation Initiative showed that community colleges are currently using more computerized lab simulations in science classes than are universities. In addition, nearly twice as many two-year institutions as four-year institutions plan to increase the use of simulations in the near future. The advantage of computerized simulations is that they provide supplemental instruction to aid students' understanding of complex topics, are safe, and can be conducted in less time and with less expense than some 'hands-on' experiments. Prairie State College indicated that students presently use computers to collect and analyze data and to simulate environmental changes and promote inquiry into the effects of these changes.

**Adult Education and Literacy/Developmental and English as a Second Language Review.** Colleges are required to review their adult and developmental education and English as a Second Language programs at least once every five years. The scheduling of these reviews is at their discretion. This year, 29 related programs were examined. Four programs were continued with major modifications, and 25 were continued with minor improvements.

***Program Need.*** Education and Literacy programs serve students 16 years of age and older who have less than a high school education and are no longer enrolled, or have never been enrolled, in school. The programs provide education and support services for students wishing to acquire a high school diploma or its equivalency — General Education Development (GED). Programs also serve students with a high school diploma who, through assessment, are found to lack the basic skills necessary for success in employment or further education and training. While students can take related instruction through programs offered by other educational agencies or community-based organizations, over 76 percent of units of instruction in adult education and literacy in Illinois is provided by Illinois community colleges. English as a Second Language (ESL) instruction provides reading, writing, and computation instruction for non-native English speakers seeking English language skills. For the past three years, ESL enrollment surpassed enrollment in other Adult Basic and Adult Secondary programs, according to the annual publication, *Data and Characteristics of the Illinois Community College System*. Students whose skills in math, English, or reading are below college level are served by developmental education programs. Community colleges provide most of the developmental education that is offered at Illinois public higher education institutions. For example, community college students accounted for approximately 88 percent of the students who enrolled in remedial coursework at a public institution of higher education during fiscal year 1997. Without these programs, the population served would have limited employment opportunities since they would be educationally ill-equipped to meet the increasing skill levels demanded even for entry-level employment in most occupational areas.

***Program Cost.*** Many of the programs are cost effective; however, the numerous support services that are often required to achieve student success with at-risk populations increases both the quality and the cost. More programs are hiring full-time instructors, further adding to the cost. The increased use of delivery methods of instruction that require technological support also makes the programs more expensive to operate. Shawnee Community College utilizes grant monies, volunteers, and assistance from the secondary schools to make their programs more cost-effective.

***Program Quality of Adult Education and Developmental Programs.*** An increase in the number of full-time instructors in developmental programs allows the faculty to work more closely with students to ensure academic progress and resolve problems. Several colleges have increased the amount of faculty and staff development opportunities provided to these programs. A student-centered approach to teaching is evident because of flexible scheduling, off-site instruction opportunities, small class sizes, and increased availability of counseling and student services. Other factors contributing to the success of these programs, indicated by successful completion of the programs, include an increased use of technology and increased availability of college courses for dual credit/escrow. Several colleges noted the success of their collaborations with other institutions or agencies, such as William Rainey Harper College's collaborative relationship with 12 other community agencies at the Northeast Palatine Community Center which helps to maximize resources and plan for true community need.

The College of Lake County has a Writing Center at both the Grayslake and Lakeshore campuses that provides tutoring, as well as additional services, such as conversation circles for ESL students and in-class tutoring in classrooms.

***Program Quality of English as a Second Language Programs.*** Many of the factors outlined above for developmental educational programs also are responsible for the success of the ESL programs. The College of Lake County attributes its drop in attrition rate for ESL students to the provision of specialized ESL support to Spanish-speaking students in vocational courses and faculty members building relationships and connections with students in Adult Education, where many ESL students begin taking classes. The use of a portfolio system of grading rather than a departmental exit exam also allows for a more precise representation of a student's academic growth over the semester.

**Occupational Program Review.** Each year, community colleges review specific occupational programs and submit their findings to the ICCB. Within a five-year period, all occupational programs are reviewed.

Based on their examination of program review outcomes, colleges can choose to (1) make minor changes to otherwise healthy programs, (2) significantly modify curricula to better address student or employer needs, (3) discontinue programs that are no longer viable, or (4) schedule programs for a subsequent review to address particular concerns, such as low enrollments or high costs. Based on program reviews conducted during fiscal year 2000, 379 occupational programs were continued with minor improvements, 21 programs were significantly modified, 35 programs were scheduled for further review during fiscal year 2001, and 25 programs were identified for elimination. A breakdown of information by college appears in Appendix Table 2, and a list of curricula which colleges have decided to eliminate is displayed in Appendix Table 3.

Colleges routinely use information from the *Follow-Up Study of Occupational Graduates* in their program reviews to add the "customer" perspective. The *Follow-Up Study of Fiscal Year 1998 Occupational Graduates* identified two broad areas of concern for certain programs, as follows:

1. Approximately one-fourth of the employed graduates of programs in Travel Services Marketing Operations, Ornamental Horticulture and Management, Nurse Assistant/Aide, Construction Trades (Integrated), and Therapeutic Recreational Assisting were working in an unrelated field.

2. On average, 18 percent of all employed graduates who responded to the 1999 follow-up survey were working in part-time positions. Six program areas had part-time workers in excess of this percentage: Ornamental Horticulture Operations and Management, Medical Laboratory Aide/Phlebotomy, Travel Services Marketing Operations, Nurse Aide/Assistant, Horticulture Services Operations and Management, and Licensed Practical Nurse.

When significant numbers of program graduates are not working in their field of study and/or are not working full-time, it raises questions regarding the program's ability to meet students' educational and employment goals. Colleges that offer programs in the above-named areas were

asked to address these concerns, if applicable, in their program review summaries, in addition to providing information on program need, cost, and quality.

Summaries of the occupational program reviews conducted during fiscal year 2000 follow.

**Agricultural Business and Management**

| | |
|---|---|
| **Number of Colleges offering training** | 17 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 97% |
| **1999 Follow-up respondents working full-time** | 91% |
| **1999 Follow-up respondents working in related jobs** | 84% |

As a result of this year's program review, 24 programs in Agricultural Business and Management were continued with minor changes.

**Program Need.** Agri-business and Management programs prepare individuals for a wide variety of occupations in both farm and off-farm settings, including sales and service and finance and engineering technologies. According to the Illinois Department of Employment Security's *Employment Projections 1996-2006*, overall employment of farm managers and agricultural supervisors is expected to increase slightly slower than the average for all occupations. In contrast, employment growth in agricultural services, which includes a wide range of employers, such as soil and crop services, animal services, farm labor and management services, landscape and horticultural services, and veterinary services, is expected to increase faster than the average for all industries statewide. Thus, both statewide and local data support the need for individuals trained in agri-business and management. Colleges reported steady or slightly increasing enrollments in agri-business and management. Statewide, enrollments increased from 369 in fiscal year 1995 to 417 in fiscal year 1999. Completions were reported as low or steady for the majority of colleges, often as a result of students switching from occupational to transfer programs in similar disciplines or discontinuing their education for employment. Statewide, the number of completions decreased from 103 in fiscal year 1995 to 94 in fiscal year 1999. Program placements were reported as high or steady by all colleges, due to the high demand in many districts for qualified agribusiness personnel.

Lincoln Land Community College also reviewed transfer courses related to Agricultural Business and Management. The college found that there was an overall increase in enrollment between fiscal years 1995 and 1999, along with a 10 percent increase in credit hours. In addition, six of the seven courses are approved for transfer through the Illinois Articulation Initiative.

**Program Cost.** Statewide, Agricultural Business and Management programs are characterized as moderately high cost, meaning costs are between 20-49 percent higher than the average cost for all occupational programs. The majority of colleges indicated their programs are cost-effective, with unit costs either at or below the college and statewide averages. Sharing of instructors, labs, and equipment often keeps unit costs down in this program area.

**Program Quality.** Colleges reported the most common strengths of their Agricultural Business and Management programs are knowledgeable and experienced faculty, curriculum that is reflective of industry needs, use of current equipment and technology, and responsiveness to local labor market demands. Major weaknesses of this program area include lack of marketing and recruitment, smaller faculty sizes which limit areas of specialization, lack of adequate facilities for laboratory training, and high cost of equipment.

Black Hawk College, Kishwaukee College, Lewis & Clark Community College, Parkland College, Spoon River College, and Shawnee Community College all reported plans to enhance their programs through an upgrade or purchase of additional equipment, technology, or facilities. Several other colleges cited plans to develop additional articulation agreements with secondary schools and baccalaureate institutions in their areas. Illinois Central College and Joliet Junior College both indicated plans to further develop private sector partnerships to improve and enhance their ag-related programs.

**Agricultural Production**

| | |
|---|---|
| **Number of Colleges offering training** | 18 |
| **Program Cost** | High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 96% |
| **1999 Follow-up respondents working full-time** | 90% |
| **1999 Follow-up respondents working in related jobs** | 87% |

As a result of this year's program review, 23 Agricultural Production programs were continued with minor changes.

**Program Need.** Agricultural Production programs prepare individuals to farm and manage crops and livestock. According to ***Horizons*** *Career Information System (2000)*, overall employment of farmers and ranchers is expected to increase slightly slower than the average for all occupations. Despite this slight decline in employment growth, "farmers" is one of the 50 occupations expected to provide the most job openings each year. ***Horizons*** also indicates that the majority of farm workers in Illinois are self-employed (approximately 85 percent). Turnover is not traditionally high in this occupation, as many farmers come into the occupation through their families. However, the need for individuals interested and trained in farming and managing farms remains high. The majority of colleges reported a steady or slight increase in enrollments in agricultural production courses. Statewide, enrollments in this program area increased slightly during the review period, from 287 in fiscal year 1995 to 329 in fiscal year 1999. While completions remained low in comparison to enrollments, they increased from 49 to 81 during the same period. Placements were reported as high by all of the colleges.

Lake Land College reviewed transfer courses related to Agricultural Production and found that, during the review period, the number of students who indicated the intent to major in this program area averaged slightly more than 60, and completions averaged 22 per year. Transfer rates, costs, and facilities were all found to be satisfactory.

**Program Costs.** Statewide, Agricultural Production programs are characterized as high cost, meaning costs are 50 percent or more higher than the average cost for all occupational programs. Nevertheless, the majority of colleges reported that programs were considered to be cost-effective. Costs in agriculture-related programs are often driven up due to the need for specialized equipment and small class sizes. Colleges attempt to moderate costs through sharing instructors, labs, equipment, and supplies.

**Program Quality.** Colleges reported the most common strengths of their Agricultural Production programs are knowledgeable faculty and quality instruction, good relationships with local industry leaders, well-equipped facilities, and good opportunities for work-based learning. Major weaknesses of this program area include lack of marketing and recruitment and smaller faculty sizes which limit areas of specialization. Several colleges expressed the need for on-campus livestock and crop production facilities.

Shawnee Community College, Joliet Junior College, Highland Community College, Illinois Valley Community College, and Lake Land College all plan on hiring additional or full-time faculty, increasing course offerings, or revising curriculum as appropriate to meet the needs of their students and local industry. All of the colleges reported plans to increase marketing and recruitment efforts to new students and individuals currently working in the field. Wabash Valley College plans to continue targeting students from farming families within their regional area.

**Agricultural Animal Husbandry and Production**

| | |
|---|---|
| **Number of Colleges offering training** | 13 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Slight Shortage |
| **1999 Follow-up respondents employed or continuing education** | 91% |
| **1999 Follow-up respondents working full-time** | 100% |
| **1999 Follow-up respondents working in related jobs** | 80% |

As a result of this year's program review, seven programs in Agricultural Animal Husbandry and Production were continued with minor changes.

**Program Need.** Animal Husbandry programs reviewed in this area include animal science, equine management, and beef and swine production technology. These programs prepare individuals to manage, raise and breed livestock. According to the Illinois Department of Employment Security's *Employment Projections 1996-2006*, overall employment of animal breeders is expected to increase twice as fast as the statewide average for all occupations. Employment in the animal services industry in Illinois is also expected to increase much faster than the average for all industries statewide. Thus, while this industry and related occupations are relatively small in Illinois, demand for individuals trained in livestock breeding does exist. Statewide, this is a small program area. Enrollments remained fairly steady during the review period, with 76 in fiscal year 1995 and 79 in fiscal year 1999. During the same period, completions decreased from 48 to 30. Program placements were reported high by the colleges during this fiscal year.

**Program Cost.** Statewide, Agricultural Animal Husbandry and Production programs are characterized as moderately high cost, meaning costs are between 20-49 percent higher than the average cost for all occupational programs. However, colleges reported that their programs are considered cost-effective programs. Costs are moderated when colleges use privately owned versus college-owned livestock facilities.

**Program Quality.** Colleges reported the most common strengths of animal husbandry programs are knowledgeable and experienced faculty and good access to work-based learning opportunities. The biggest weakness of these programs is the lack of college-based livestock facilities. Parkland College is developing an on-campus equine facility, and Black Hawk College plans to continue its investigation of building a livestock facility on campus.

**Crop Production Operations & Management**

| | |
|---|---|
| **Number of Colleges offering training** | 1 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | NA* |
| **1999 Follow-up respondents working full-time** | NA* |
| **1999 Follow-up respondents working in related jobs** | NA* |

* This occupational area was excluded from the state report due to low number of graduates or low response rate.

Lake Land College is the only college that offers programs in Crop Production Operations and Management. As a result of this year's program review, all three programs offered by the college in this area were continued with minor changes.

**Program Need.** Crop production is a specialty area of Agricultural Production programs which prepares individuals to farm and manage crops, such as corn, wheat, soybeans, and other vegetable and fruit crops. According to ***Horizons*** *Career Information System (2000)*, overall employment of farmers and ranchers is expected to increase slightly slower than the average for all occupations. Despite this slight decline in employment growth, "farmers" is one of the 50 occupations expected to provide the most job openings each year. ***Horizons*** also indicates that the majority of farm workers in Illinois are self-employed (approximately 85 percent). Turnover is not traditionally high in this occupation, as many farmers come into the occupation through their families. However the need for individuals interested and trained in farming and managing farms remains high. This is a small, specialized program area. During the review period fiscal years 1995 to 1999, enrollments fluctuated from one to eight, while completions ranged from two to three per year. The college reported slightly increasing enrollments in crop production courses. Placements were reported as high.

**Program Costs.** Costs for this program are characterized as moderately high, meaning costs are between 20-49 percent higher than the average cost for all occupational programs. Costs in ag-related programs are often higher due to lower enrollments in courses and the high cost of equipment.

**Program Quality.** Program strengths in this area were reported as knowledgeable faculty and quality instruction, good relationships with local industry leaders, adequate equipment, and good opportunities for work-based learning. For example, Lake Land College has purchased some additional specialty equipment for use in its Crop Production program. Major weaknesses of this program area include lack of marketing and recruitment and lack of travel funding for faculty development.

**Agricultural Food Production & Process Operations**

| | |
|---|---|
| **Number of Colleges offering training** | 1 |
| **Program Cost** | N/A |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | N/A* |
| **1999 Follow-up respondents working full-time** | N/A* |
| **1999 Follow-up respondents working in related jobs** | N/A* |

* This occupational area was excluded from the state report due to low number of graduates or low response rate.

Richland Community College is the only college that offers a program in Agricultural Food Production and Process Operations. As a result of this year's program review, the college reported plans to significantly modify its program.

**Program Need.** Programs in Agricultural Food Production and Processing prepare individuals to receive, inspect, and prepare agricultural food and food products for marketing and commercial sale. According to the Illinois Department of Employment Security's *Employment Projections 1996-2006*, employment of agriculture/food science technicians is expected to increase about as fast as the average for all occupations statewide. In addition, the college reported that local industry has indicated a strong need for workers skilled in agriculture-related food processing technology. However, despite this apparent need for the program, enrollments during fiscal years 1995 to 1999 have decreased from three to zero, and there were no completions.

**Program Cost.** Costs for this small program area are not reported separately. However, based on cost analyses done by the college, the program is cost-effective. Though enrollments have been low, courses, faculty, and materials are easily shared, which keeps costs down.

**Program Quality.** The college identified new and knowledgeable faculty as a major program strength. Faculty plan to revise the curriculum and work with local employers to market and recruit new students. Weaknesses include lack of marketing and promotion of all ag-related programs, lack of applicable occupational skill standards, and a need for better articulation with four-year institutions. Richland Community College has created a scholarship program to attract new students and has plans to update existing curricula to include coursework in grain management and an internship. Richland also plans to explore alternative delivery methods and market these options to nontraditional students.

**Equestrian/Equine Studies**

| | |
|---|---|
| **Number of Colleges offering training** | 2 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 100% |
| **1999 Follow-up respondents working full-time** | 86% |
| **1999 Follow-up respondents working in related jobs** | 71% |

As a result of this year's program review, Black Hawk College's program in Equestrian/Equine Studies was continued with minor changes. South Suburban College recently implemented a program in this area, but does not yet have enough experience with the program to provide review results.

**Program Need.** Based on institutional analyses, a need for programs in equine science does exist. Enrollments have been steady over the last several years, while completions remain low. The colleges report the equine economy in northern Illinois is very stable keeping the demand for program completers and related job opportunities high.

**Program Cost.** Statewide, Equine Studies programs are characterized as moderately high cost, meaning costs are between 20-49 percent higher than the average cost for all occupational programs. Black Hawk College reported average unit costs and considers their program to be cost-effective.

**Program Quality.** Several strengths of Black Hawk's Equine Studies program were identified as knowledgeable and experienced faculty, excellent work experience opportunities, and good recruitment efforts. The major reported weakness was the need for larger facilities. The college reported plans to construct additional riding facilities to alleviate this problem.

**Horticulture Services Operations Management**

| | |
|---|---|
| **Number of Colleges offering training** | 18 |
| **Program Cost** | Average |
| **Job Outlook** | Slight Shortage |
| **1999 Follow-up respondents employed or continuing education** | 88% |
| **1999 Follow-up respondents working full-time** | 79% |
| **1999 Follow-up respondents working in related jobs** | 79% |

As a result of this year's program review, 23 programs in Horticulture Services Operations Management were continued with minor changes, two programs will be significantly modified, three programs were scheduled for further review in the coming year, and one program will be discontinued.

**Program Need.** Horticulture programs prepare individuals to plant and care for trees, bushes, plants and turf in a variety of settings. According to the Illinois Department of Employment Security's *Employment Projections 1996-2006*, employment in the landscaping and horticultural services industry is expected to

increase faster than the statewide average for all industries. In addition, according to the ***Horizons*** *Career Information System,* employment of gardeners, groundskeepers, lawn service managers, and related occupations is expected to grown as fast as the average for all occupations through the year 2006. Thus, a need for individuals trained in horticultural services does exist in Illinois. The majority of colleges reported steady or increasing enrollments. Statewide, enrollments increased during the review period from 983 in fiscal year 1995 to 998 in fiscal year 1999. Completions increased from 143 to 165 during the same period. All of the colleges reported high placement rates.

**Program Cost.** Statewide, Horticulture programs are characterized as average cost, meaning costs are between 20 percent below-19 percent higher than the average cost for all occupational programs. While all colleges reported cost-effective horticulture programs, three colleges reported unit costs higher than the statewide average. Low unit costs are often due to higher enrollments in courses, while higher unit costs can often be attributed to expensive facility, equipment, and material needs. Five colleges reported on programs offered through the Department of Corrections (DOC), where all costs are reimbursed by DOC and are, therefore, of no cost to the college.

**Program Quality.** Colleges reported the most common strengths of Horticulture programs as knowledgeable and experienced faculty and relevant and hands-on curricula. Colleges are utilizing the Illinois Occupational Skill Standards in this area to remain current regarding industry standards. Common weaknesses among these programs were lack of current equipment/technology, lack of adequate greenhouse facilities, and lack of specialization in curricula. Colleges operating horticulture programs through the Department of Corrections cited the biggest strength as the "generic" training component related to employability skills, resume writing, dress, and interviewing which is incorporated into specific occupational training. A major reported weakness was that, because this program is based on a statewide model, it is often difficult to keep up with changing technology and practices in the field.

Illinois Central College recently built new facilities for its horticulture programs and has also been selected to host the National Associated Landscape Contractors of America (ALCA) Contest in Spring 2002. This student competition, which focuses on landscape industry knowledge and skills, draws around 700 participants from 40 different community colleges and universities nationwide each year. The College of DuPage has a "living lab" under construction by various different course enrollees, and Southwestern Illinois College has plans to develop a "land lab" for on-campus practical learning experiences. Richland Community College has plans to develop more specialty certificates that will address student interests and industry needs.

**Arboriculture**

| | |
|---|---|
| **Number of Colleges offering training** | 3 |
| **Program Cost** | High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 100% |
| **1999 Follow-up respondents working full-time** | 100% |
| **1999 Follow-up respondents working in related jobs** | 71% |

As a result of this year's program review, two programs in Urban Forestry and Arboriculture were continued with minor improvements.

**Program Need.** Arboriculture is a specialty area of horticulture focusing on the care of woody plants and trees, including their planting, pruning, and removal. According to the Illinois Department of Employment Security's *Employment Projections 1996-2006*, employment in both the horticultural services industry and the forestry industry, two of the largest employers of arboriculturists, is expected to increase about as fast as the statewide average for all industries. Southeastern Illinois College reported an increase in enrollments and placements in their Urban Forestry program for this fiscal year, while the College of Lake County reported a decrease in enrollments and steady placements in their Arboriculture program. Statewide, this is a small program area, with enrollments of 15 in both fiscal years 1995 and 1999, fluctuating between 13 and 26 during the intervening years. There were five completions in fiscal years 1995 and 1999, fluctuating between 11 and three in the intervening years.

**Program Cost.** Statewide, Arboriculture programs are characterized as high cost, meaning costs are 50 percent or more higher than the average cost for all occupational programs. Colleges reported that high costs in this program area are primarily due to low enrollments and expensive equipment and material needs.

**Program Quality.** Program strengths were reported as knowledgeable faculty, relevant curriculum, and student involvement with industry associations. Weaknesses were noted as lack of recruitment efforts and lack of involvement by the advisory committee. Southeastern Illinois College has plans to repair existing equipment or purchase new equipment as necessary; formally reactivate the program advisory committee; and continue recruitment efforts through state and federal industry associations, such as the FFA and the Society of American Forestry, and through statewide events,such as the Illinois State Fair. The College of Lake County opened a new horticulture building in January 2000 and expects new students to be attracted as a result.

**Ornamental Horticulture and Operations Management**

| | |
|---|---|
| **Number of Colleges offering training** | 8 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Slight Shortage |
| **1999 Follow-up respondents employed or continuing education** | 92% |
| **1999 Follow-up respondents working full-time** | 64% |
| **1999 Follow-up respondents working in related jobs** | 59% |

As a result of this year's program review, six programs in Ornamental Horticulture and Operations Management were continued with minor changes, one program will be significantly modified, and two programs were scheduled for further review during the coming year.

**Program Need.** Ornamental horticulture is a specialty of horticulture focusing on the growth, selection, and arrangement of flowers, greenery,and decorative containers for the purpose of display or sale to the public.

According to the ***Horizons*** *Career Information System*, the demand for individuals trained in floral design and ornamental horticulture exceeds the supply. Colleges also reported demand for skilled floral designers locally in the northern, central, and eastern portions of the state. Statewide, enrollments and completions changed little over the review period. In fiscal year 1995, there were 176 enrollments and 49 completions, compared to 177 and 46, respectively, in fiscal year 1999. Although colleges reported slightly increasing class sizes, program completion rates are not expected to keep pace, since a growing number of individuals appear to be taking horticulture courses for personal interest.

A majority of the colleges reported high placement rates (around 80 percent or higher) for students. However, the 1999 Follow-Up Study of program graduates indicates that only 59 percent of the completers who responded to the survey were working in jobs related to their program of study, and only 64 percent were working full time. Placement rates in related employment appear to be influenced by location. For example, in the northern part of the state, demand for floral designers and outside ornamental horticulture workers exceeds supply. Colleges in areas where demand has plateaued or decreased report that graduates may take employment in an unrelated field on a temporary basis. Regarding the low percentage of graduates employed full-time, colleges noted that work in this field may be seasonal or part-time. Even so, graduates reported being satisfied with their current employment status. In addition, an increasing number of individuals pursue coursework in this area for personal interest, which often means they already have full-time employment often in an unrelated field.

**Program Cost.** Statewide, Ornamental Horticulture programs are characterized as moderately high cost, meaning costs are between 20-49 percent higher than the average cost for all occupational programs. The majority of colleges reported cost-effective programs with unit costs lower or around the statewide average. Program costs in this area are driven up by expensive equipment and technology needs, combined with low enrollments. Many colleges report the sharing of instructors and classrooms as a way to keep costs down.

**Program Quality.** The most common strengths of Ornamental Horticulture programs were reported as knowledgeable faculty and quality instruction, good practical learning experiences, and specialty course areas which attract students. Several weaknesses of the programs were reported as a lack of recruitment efforts and lack of program specialization. All of the colleges supported the idea of more marketing and recruitment for new students in this program area.

Kishwaukee College continues its Friday Flowers program, which allows floral design students to market and sell their flowers on a weekly basis as part of their class work. This money is then used to support the program allowing students to experiment with exotic flower species and to support student travel to national design competitions.

**Greenhouse Operations and Management**

| | |
|---|---|
| **Number of Colleges offering training** | 6 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Slight Shortage |
| **1999 Follow-up respondents employed or continuing education** | 86% |
| **1999 Follow-up respondents working full-time** | 60% |
| **1999 Follow-up respondents working in related jobs** | 100% |

As a result of this year's program review, six programs in Greenhouse Operations and Management were continued with minor changes.

**Program Need.** Greenhouse Operations and Management programs prepare individuals for employment in wholesale and retail greenhouses and nurseries with a focus on plant, shrub, and tree growth in a controlled environment. According to the Illinois Department of Employment Security's *Employment Projections 1996-2006* employment of "nursery and greenhouse managers" and "nursery workers" is expected to increase about as fast as the statewide average for all occupations. Colleges reported that demand for trained horticulture workers is very high in northern Illinois. The colleges also indicated an increasing enrollment trend for horticulture and greenhouse courses, although many more students seem to be taking the courses for personal interest. Statewide, enrollments and completions in this program area have steadily declined between fiscal years 1995 and 1999, from 66 to 47 and 37 to 6, respectively. Placement of program graduates is also reported as high.

**Program Cost.** Statewide, Greenhouse Operations and Management programs are characterized as moderately high cost, meaning costs are between 20-49 percent higher than the average cost for all occupational programs. One college reported the program area is not cost-effective primarily due to low enrollments and higher faculty salaries.

**Program Quality.** Major strengths of Greenhouse Operations and Management programs were reported as quality instruction and knowledgeable faculty, relevant curricula, and good practical learning experiences. Kishwaukee College indicated that its curriculum reflects the Illinois Occupational Skill Standards in floristry and landscape design. One weakness the colleges identified was the need for additional specialization.

Kishwaukee has plans to increase its recruitment efforts for their horticulture programs through development of brochures, re-establishing its local Horticulture Contest, and through incorporating new technologies into selected classrooms. Triton College has developed a dual credit program with the Chicago Public Schools which will increase exposure of its horticulture programs to high school students.

**Landscaping Operations and Management**

| | |
|---|---|
| **Number of Colleges offering training** | 11 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Slight Shortage |
| **1999 Follow-up respondents employed or continuing education** | 93% |
| **1999 Follow-up respondents working full-time** | 88% |
| **1999 Follow-up respondents working in related jobs** | 79% |

As a result of this year's program review, 13 programs in Landscaping Operations and Management were continued with minor changes and one program was discontinued.

**Program Need.** Landscaping Operations and Management programs prepare individuals to design, sell, install, and maintain attractive combinations of plants, trees, and shrubs. According to the Illinois Department of Employment Security's *Employment Projections 1996-2006* the gardening, nursery, and lawn operations industry is growing about as fast as the statewide average for all industries. Colleges have also reported growth in the interest and demand for individuals with training in landscaping. Most of the colleges reported steady or increasing enrollments in landscaping courses. Completions have been reported as low, primarily due to students taking these courses for personal interest. Statewide, enrollments in this program area have increased slightly from 265 in fiscal year 1995 to 317 in fiscal year 1999, while completions decreased from 55 to 38 during the same period. Placements for all colleges reporting have been high.

**Program Cost.** Statewide, Landscaping Operations and Management programs are characterized as moderately high cost, meaning costs are between 20-49 percent higher than the average cost for all occupational programs. The majority of colleges reported unit costs higher than the statewide average for this program area. Lower enrollments and expensive equipment needs often drive the cost of landscaping programs up.

**Program Quality.** The most common strengths of Landscaping Operations and Management programs was reported as knowledgeable faculty, industry involvement with program advisory committees, relevant curricula that meets the needs of the students and local community, and good practical learning opportunities. The most common weaknesses of these programs was reported as lack of recruitment, lack of updated equipment, and lack of adequate facilities.

Several colleges have building plans in development for new facilities to house their horticulture programs, such as "living labs or land labs", and greenhouses. These facilities are expected to enhance current students' learning experience and attract new students interested in landscaping to the college.

**Nursery Operations and Management**

| | |
|---|---|
| **Number of Colleges offering training** | 4 |
| **Program Cost** | Average |
| **Job Outlook** | Slight Shortage |
| **1999 Follow-up respondents employed or continuing education** | N/A* |
| **1999 Follow-up respondents working full-time** | N/A* |
| **1999 Follow-up respondents working in related jobs** | N/A* |

* This occupational area was excluded from the state report due to low number of graduates or low response rate.

As a result of this year's program review, three programs in Nursery Operations and Management were continued with minor changes.

**Program Need.** Nursery Operations and Management programs prepare individuals for employment in wholesale and retail greenhouses and nurseries. According to the Illinois Department of Employment Security's *Employment Projections 1996-2006* employment of "nursery and greenhouse managers" and "nursery workers" is expected to increase about as fast as the statewide average for all occupations. In addition, Kishwaukee College has reported, through survey response, that demand for trained horticulture workers is very high in northern Illinois. The college indicates an increasing enrollment trend for horticulture and greenhouse courses, although many more students seem to be taking the courses for personal interest. Statewide, this is a small program area that has grown from seven enrollments in fiscal year 1995 to 17 in fiscal year 1999. Completions have fluctuated over the same period from four to eight. Placement of program graduates is reported as high.

**Program Cost.** Statewide, Nursery Operations and Management programs are characterized as average cost, meaning costs are between 20 percent below-19 percent higher than the average cost for all occupational programs. Based on institutional analyses, the colleges reported average unit costs for this program area and consider their programs to be cost-effective.

**Program Quality.** Major strengths of Nursery Operations and Management programs were reported as quality instruction and knowledgeable faculty, relevant curricula, and good practical learning experiences. Kishwaukee College also indicated that its curriculum reflects the Illinois Occupational Skill Standards in floristry and landscape design. One weakness the college identified was the need for additional specialization. Kishwaukee has plans to increase its recruitment efforts for their horticulture programs through development of brochures, re-establishing its local Horticulture Contest, and incorporating new technologies into selected classrooms.

**Turf Management**

| | |
|---|---|
| **Number of Colleges offering training** | 8 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 100% |
| **1999 Follow-up respondents working full-time** | 100% |
| **1999 Follow-up respondents working in related jobs** | 100% |

As a result of this year's program review, eight programs in Turf Management were continued with minor changes and one program was discontinued.

**Program Need.** Turf Management is a specialty of horticulture which prepares individuals to grow, manage, and maintain grassed areas for recreational and/or ornamental purposes. These programs include golf course and athletic field maintenance instruction. According to the Illinois Department of Employment Security's *Employment Projections 1996-2006*, employment in the horticultural services industry is expected to increase about as fast as the statewide average for all industries. Turf management is a small specialty program across the state. Colleges reported steady or slightly decreasing enrollments. Statewide, enrollments have declined steadily during the review period from 94 in fiscal year 1995 to 67 in fiscal year 1999. Completions, on the other hand, increased from 11 to 22 during the same period. All but one of the colleges reported very high placements, thus supporting the need for individuals trained in proper turf grass care. Colleges also reported many students are already currently working in this field, and that employers have been crucial in recruiting students. Richland Community College will discontinue its certificate program due to low enrollment and lack of employer recognition of the certificate for hiring preference.

**Program Cost.** Statewide, Turf Management programs are characterized as moderately high cost, meaning costs are between 20-49 percent higher than the average cost for all occupational programs. Colleges that reported higher than average unit costs for this program indicated it was mainly due to the costs for construction of new facilities, furnishings, and classroom equipment. One college reported its program as being cost-effective due primarily to larger enrollments.

**Program Quality.** The most commonly identified strength of turf management programs was knowledgeable and experienced faculty, instructor involvement with the industry, and good practical learning experiences. Weaknesses of turf management programs were reported as dated equipment.

Illinois Central College reported that the construction of a new land laboratory facility has vastly improved the variety of specialty courses offered at the college. Illinois Central has also been selected to host the National ALCA contest in Spring 2002. Kishwaukee College is planning an international internship option and a study abroad opportunity with Bristol College in England

**Forestry Production and Processing**

| | |
|---|---|
| **Number of Colleges offering training** | 1 |
| **Program Cost** | High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | N/A* |
| **1999 Follow-up respondents working full-time** | N/A* |
| **1999 Follow-up respondents working in related jobs** | N/A* |

* This occupational area was excluded from the state report due to low number of graduates or low response rate.

Southeastern Illinois College is the only college that offers a program in Forestry Production and Processing. As a result of this year's program review, the college continued its program with minor changes.

**Program Need.** Forestry programs prepare individuals to care for and manage the best use of forest land and resources in both rural and urban areas. According to the ***Horizons*** *Career Information System*, growth in the employment of "forestry technicians" is expected to be slower than the average for all occupations statewide. Overall employment in the forestry industry is expected to grow about as fast as the average for all industries in Illinois. Enrollments in this small program area have decreased from 41 in fiscal year 1995 to 17 in fiscal year 1999, while there were nine completions in fiscal year 1995 and eight in fiscal year 1999, with decreases in the intervening years. Despite enrollment declines, the college reports that individuals trained in forestry care, management and sales are in high demand.

**Program Cost.** Statewide, the Forestry Production program is characterized as high cost, meaning costs are 50 percent or more higher than the average cost for all occupational programs. Based on institutional analyses, the college reported that while unit costs increased slightly last fiscal year, this is mainly due to lower enrollments, and they consider the program to be cost-effective.

**Program Quality.** Program strengths were reported as knowledgeable faculty, relevant curriculum, and student involvement with industry associations. Weaknesses were noted as lack of recruitment efforts and lack of involvement by the advisory committee. The college has plans to repair existing equipment or purchase new equipment as necessary; formally reactivate the program advisory committee; and continue recruitment efforts through state and federal industry associations, such as the FFA and the Society of American Forestry, and through statewide events, such as the Illinois State Fair.

**Wildlife and Wildlands Management**

| | |
|---|---|
| **Number of Colleges offering training** | 2 |
| **Program Cost** | Average |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 88% |
| **1999 Follow-up respondents working full-time** | 100% |
| **1999 Follow-up respondents working in related jobs** | 86% |

As a result of this year's program review, four programs in Wildlife and Wildlands Management were continued with minor changes.

**Program Need.** Wildlife and Wildlands Management programs focus on the principles and practices used in the production and improvement of wildlife resources. This is a small specialty within Forestry Studies programs. According to ***Horizons*** *Career Information System*, employment in the forestry industry is expected to increase about as fast as the average for all industries in Illinois, and the employment of "fish and wildlife technicians" and "park rangers" is expected to grow about as fast as the average for all occupations statewide. Statewide, this is a small program area. Between fiscal years 1995 and 1999, enrollments increased slightly from 47 to 51, and completions increased from four to 12. Both colleges reported excellent placement rates for their program completers locally. While the number of openings in related occupational areas may be small, demand for individuals trained in wildlife and wildlands care and management remains high in southern Illinois.

**Program Cost.** Statewide, Wildlife and Wildlands Management programs are characterized as average cost, meaning costs are between 20 percent below - 19 percent higher than the average cost for all occupational programs. While both colleges reported their programs in this area as cost-effective, one of the colleges cited higher than average unit cost primarily due to lower enrollments.

**Program Quality.** The colleges reported common strengths of their programs as knowledgeable and experienced faculty, quality instruction, relevant curricula, and access to the necessary equipment. Reported weaknesses included the lack of access to technology and the lack of recruitment efforts. Southeastern Illinois College has plans to purchase new computers with internet access capabilities, and Shawnee Community College has new facilities under construction that will provide additional lab space. Both colleges indicated plans for increased marketing and recruitment efforts to attract new students.

**Fashion Merchandising**

| | |
|---|---|
| **Number of Colleges offering training** | 12 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Slight Shortage |
| **1999 Follow-up respondents employed or continuing education** | N/A* |
| **1999 Follow-up respondents working full-time** | N/A* |
| **1999 Follow-up respondents working in related jobs** | N/A* |

* This occupational area was excluded from the state report due to low number of graduates or low response rate.

As a result of this year's program review, 14 Fashion Merchandising programs were continued with minor changes, one program will be significantly modified, one program was scheduled for further review in the coming year, and five programs were discontinued.

**Program Need**. While *Horizons* (1999) does not address this occupational area specifically, it does report that the category of "retail salesperson" is one of 50 occupations expected to provide the most job

openings each year. Further, according to the Illinois Department of Employment Security, the short-term forecast for "retail salespeople" is very favorable. Colleges as a whole report fairly steady enrollment levels over the past five years, with many describing slight increases. The colleges that indicated they are discontinuing the program did so due to low enrollments and lack of program completers. Statewide, enrollments decreased slightly from 252 in fiscal year 1995 to 225 in fiscal year 1999, while completions decreased from 19 to 14 during the same period. Colleges indicated reasons for the relatively small number of completers exhibited statewide include a general lack of support for degreed workers by local retailers, and unrealistic educational goals set by enrolled students.

**Program Cost**. Program costs for this occupational area are ranked as moderately high (20-49 percent above statewide unit cost average) compared all other occupational programs. The colleges planning to continue offering Fashion Merchandising consider the programs to be cost-effective based on operational analyses.

**Program Quality**. Colleges as a whole report strong advisory committees as a source of excellence within their individual Fashion Merchandising programs. These groups are often composed of industry representatives who are also potential employers for program completers. These industry links provide students with varied work-based learning experiences and other practical applications of their acquired skills. Joliet Junior College achieves program continuity through the teaming of a full-time instructor with various part-time instructors from the business field. South Suburban College offers various internships in this field to its students.

**Entrepreneurship**

| | |
|---|---|
| **Number of Colleges offering training** | 3 |
| **Program Cost** | Average |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | N/A* |
| **1999 Follow-up respondents working full-time** | N/A* |
| **1999 Follow-up respondents working in related jobs** | N/A* |

* This occupational area was excluded from the state report due to low number of graduates or low response rate.

As a result of this year's program review, all three programs in Entrepreneurship were continued with minor changes.

**Program Need** Programs in the Entrepreneurship category are relatively new and have had low levels of enrollments to date (one in fiscal year 1995 and 13 in fiscal year 1999). However, according to *Horizons* (1999) prospects are fairly good for workers in this area who possess determination and talent and offer a unique service or product. Statewide, this is a small and fairly new program area that colleges indicate fills a small but critical need to educate individuals in initiating and developing successful entrepreneurial activities.

**Program Cost**. Program costs for this occupational area are ranked as average as compared with all other occupational programs (statewide unit cost). All three programs are relatively new, so data is often insufficient to determine cost-effectiveness. However, courses within these programs are often created by, and utilized within, the management program areas, thus reducing direct costs.

**Program Quality**. These programs are a direct response to the needs of our current dynamic economy, including e-commerce and dot-com enterprises. As a result, the colleges have successfully infused many innovative features into the programs. At South Suburban College, courses are presented in a compressed-time format, which allows students greater scheduling flexibility. The College of DuPage provides an experiential learning component through the use of a Business Practicum, and Lake Land College utilizes an Advisory Council and employer input for program improvement.

**Financial Services Marketing**

| | |
|---|---|
| **Number of Colleges offering training** | 4 |
| **Program Cost** | High |
| **Job Outlook** | Slight Shortage |
| **1999 Follow-up respondents employed or continuing education** | N/A* |
| **1999 Follow-up respondents working full-time** | N/A* |
| **1999 Follow-up respondents working in related jobs** | N/A* |

* This occupational area was excluded from the state report due to low number of graduates or low response rate.

As a result of this year's program review, two programs in Financial Services Marketing were continued with minor changes.

**Program Need**. Employment of financial managers is expected to grow faster than average in Illinois, while nationally average growth is expected through 2006, according to *Horizons* (1999). Statewide, this is a small program area with enrollments that increased from 24 in fiscal year 1995 to 30 in fiscal year 1999. There was one completer in fiscal year 1995 and one in fiscal year 1999. Although small, the program fulfills a need of the banking industry. For example, Southeastern Illinois College reports that their program was reactivated due to local labor market demands, interest by the banking community, and a partnership with the American Institute of Banking (AIB).

**Program Cost**. Program costs for this occupational area are ranked as high (50 percent above statewide unit cost average) compared with all other occupational programs. Triton College indicates that the program's costs are moderated through the use of adjunct faculty. Southeastern Illinois College has yet to review program cost data due to the recent addition of this area to the active program list. However, they are partially supported by the AIB, which greatly reduces costs.

**Program Quality**. As related above, this program's existence can be directly attributed to the support and guidance it received from the banking industry. As a whole, these programs meet the needs of industry, and offer students the opportunity to upgrade their skills.

**Food Products Retailing and Wholesale Operations**

| | |
|---|---|
| **Number of Colleges offering training** | 4 |
| **Program Cost** | N/A* |
| **Job Outlook** | Slight Surplus |
| **1999 Follow-up respondents employed or continuing education** | N/A** |
| **1999 Follow-up respondents working full-time** | N/A** |
| **1999 Follow-up respondents working in related jobs** | N/A** |

*No program cost information was available for this occupational area.
** This occupational area was excluded from the state report due to low number of graduates or low response rate.

As a result of this year's program review process, Carl Sandburg College has scheduled this program for further review during the coming year.

**Program Need** According to *Horizons* (1999) employment of retail salespeople is expected to increase faster than average through 2006. This is a small program area with few enrollments and no completions statewide between fiscal years 1997 and 1999. Due to low demand, Carl Sandburg College has inactivated this program. Should economic conditions change and employer support increase, the college will reactivate the program.

**Program Cost**. Costs for this program area are generally combined with costs for other related programs. No specific costs are identified for this program area.

**Program Quality**. Carl Sandburg College reported that this program was originally requested by local retail grocery outlets, but little incentive exists for students to enroll due to the current tight labor market and strong economic conditions.

**General Retailing Operations**

| | |
|---|---|
| **Number of Colleges offering training** | 21 |
| **Program Cost** | Average |
| **Job Outlook** | Slight Shortage |
| **1999 Follow-up respondents employed or continuing education** | 100% |
| **1999 Follow-up respondents working full-time** | 100% |
| **1999 Follow-up respondents working in related jobs** | 78% |

As a result of this year's program review, 22 programs in General Retailing Operations were continued with minor changes, two programs were scheduled for further review in the coming year, and five programs were discontinued.

**Program Need** According to *Horizons* (1999) national employment of retail salespeople is expected to increase faster than average through 2006. In Illinois, about average growth is projected. However, in Cook County, the Illinois Occupational Information Coordinating Committee projects a considerable under

supply of workers in this field. Statewide, enrollments in this program area increased from 317 in fiscal year 1997 to 409 in fiscal year 1999, while completions increased from 42 to 51. Specific community colleges described strong need and enrollment in their General Retailing programs. Moraine Valley Community College reports that unduplicated program enrollment has risen 81 percent since fiscal year 1995, and Lake Land College ranks their program among the top 15 in the college over the past five years. John Wood Community College revised its program several years ago to place greater emphasis on sales as a profession and is seeing a slow but steady increase in enrollments. Colleges that discontinued programs cited lack of demand and the preference of large employers for more specialized preparation in business or economics as contributing factors.

**Program Cost**. Program costs for this occupational area are ranked as average as compared with all other occupational programs (statewide unit cost). As a whole, these programs require minimal equipment or additional personnel to continue.

**Program Quality**. General Retailing Operations programs meet current employer and community needs while at the same time preparing students for the expanding retail field. Internship experiences, flexible course scheduling, and inter-curricula collaboration were cited by the colleges as specific reasons for these programs' successes. Further, dedicated faculty members were credited with motivating their students and successfully marketing the programs. A common theme for program improvement was the incorporation of more technology. Joliet Junior College will develop more substantive Internet components for its program, and Moraine Valley Community College will put a stronger focus on Internet commerce. South Suburban College plans to develop e-commerce courses.

**General Selling Skills and Sales Operations**

| | |
|---|---|
| **Number of Colleges offering training** | 36 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 98% |
| **1999 Follow-up respondents working full-time** | 92% |
| **1999 Follow-up respondents working in related jobs** | 76% |

As a result of this year's program review, 35 programs were continued with minor changes, ten programs will be significantly modified, two programs were scheduled for further review during the coming year, and nine programs were discontinued.

**Program Need**. "Miscellaneous sales representatives" is one of 50 occupations expected to provide the most job openings each year in Illinois according to Horizons (1999). Further, the Illinois Department of Employment Security reports that the short-term forecast for "sales representatives" is very favorable. Growth in this employment sector is contingent upon many factors, including the overall health of the economy, and the amount of new goods being produced which need to be sold. College programs, as a whole, have experienced a decrease in enrollments during the review period fiscal year 1995 to 1999 from 1511 to 1253. Similarly, completions declined slightly from 191 to 130 during the same period. Colleges

attributed low numbers of completers in relation to enrollees to a number of factors, including the lure of a tight labor market, the fact that program completion is not necessarily a requirement for employment in sales positions and a growing trend for marketing positions in larger companies to require a baccalaureate degree.

**Program Cost**. Program costs for this occupational area are ranked as moderately high (20-49 percent above statewide unit cost average) compared with all other occupational programs. Colleges utilize a variety of methods to control costs, such as employing adjunct faculty members and sharing courses with similar programs. For programs where costs were high, colleges indicated that salaries for senior full-time faculty were the major contributing factor.

**Program Quality**. Programs in this area fall into two major classifications, those preparing students for work in retail sales establishments, and those focusing more on professional marketing. As a whole, theses programs rely heavily on input from industry partners in structuring their curriculum and offer flexible schedules to accommodate working students. Time and again, knowledgeable, involved faculty members are cited as program strengths. Many of these teachers bring with them expertise from other related business programs, which gives students a broad-based view of their particular field as its relates to the industry as a whole.

Colleges plan a number of program improvements as a result of program review. For example, the College of DuPage, College of Lake County, Illinois Valley Community College, and Parkland College all plan to develop Internet courses for their programs. Elgin Community College is investigating the development of new curricula, such as a series of customer services classes. McHenry County College is considering development of a Business on the Internet certificate, as well as integrating marketing courses with other business programs. Richard J. Daley College, William Rainey Harper College, and McHenry County College will develop curricula in the area of e-commerce.

**General Marketing Operations**

| | |
|---|---|
| **Number of Colleges offering training** | 5 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | N/A* |
| **1999 Follow-up respondents working full-time** | N/A* |
| **1999 Follow-up respondents working in related jobs** | N/A* |

* This occupational area was excluded from the state report due to low number of graduates or low response rate.

As a result of this year's program review, eight programs in General Marketing Operations will be continued with minor changes, and one program has been scheduled for further review during the coming year.

**Program Need**. While *Horizons* (1999) does not address this occupational area specifically, it does report that the category of "sales representative" is one of 50 occupations expected to provide the most job openings each year. Nationally and in Illinois, employment of sales representatives is expected to grow about as fast as the average for all occupations through 2006. Statewide, this is a small program area with enrollments increasing from 23 to 26 between fiscal years 1997 and 1999, while completions decreased from three to zero during the same period.

**Program Cost**. Program costs for this occupational area are ranked as moderately high (20-49 percent above statewide unit cost average) compared with all other occupational programs. The colleges report that the costs associated with these programs is within acceptable parameters.

**Program Quality**. Colleges offering this program report utilizing many quality components. These include strong advisory committees, block scheduling, and highly qualified faculty. Southwestern Illinois College plans to increase the use of technology in the program through a required Internet component in every course and use of marketing and sales simulations. Triton College plans to review all of its marketing programs to determine where curricula can be revised or combined.

**General Distribution Operations**

| | |
|---|---|
| **Number of Colleges offering training** | 6 |
| **Program Cost** | Average |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 100% |
| **1999 Follow-up respondents working full-time** | 100% |
| **1999 Follow-up respondents working in related jobs** | 97% |

As a result of this year's program review, five programs in General Distribution Operations were continued with minor changes, and two have been scheduled for further review.

**Program Need**. *Horizons* (1999) projects a supply and demand balance for Sales Representatives and Purchasing Agents, while the Illinois Department of Employment Security's short-term forecast for this occupational area is favorable. Both enrollments and completions for this program area decreased between fiscal years 1995 and 1999 from 329 to 237 and from 65 to 40, respectively. However, high levels of related employment for program completers as reported by the ICCB Follow-Up Study confirm that these programs fulfill a valid employer need.

**Program Cost**. Program costs for this occupational area are ranked as average (20 percent below - 19 percent above the statewide average) as compared with all other occupational programs (statewide unit cost). Colleges report that costs are considered in line with state and regional averages. Costs per credit hour in these programs are very susceptible to enrollment fluctuations. When enrollment declines, cost per credit hour increases.

**Program Quality**. As a result of the program review process, two of the four colleges reporting indicated the necessity to take a critical look at the future potential of their programs. However, the remaining two colleges have expanded their programs, and/or enhanced their offerings. The College of DuPage reports that, based on industry need, there is great potential to develop this program. Oakton Community College has opened certain courses to continuing education (noncredit) students, and has begun to co-list its credit and noncredit courses. They have also formed a 2+2 agreement in International Business with Benedictine University.

**Recreation Products/Services Marketing Operations**

| | |
|---|---|
| **Number of Colleges offering training** | 1 |
| **Program Cost** | N/A* |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | N/A** |
| **1999 Follow-up respondents working full-time** | N/A** |
| **1999 Follow-up respondents working in related jobs** | N/A** |

*No program cost information was available for this occupational area.
** This occupational area was excluded from the state report due to low number of graduates or low response rate.

As a result of this year's program review, the Moraine Valley Community College program was continued with minor changes.

**Program Need**. While *Horizons* (1999) does not address this occupational area specifically, it does report that the category of "sales representative" is one of 50 occupations expected to provide the most job openings each year. Nationally and in Illinois, employment of sales representatives is expected to grow about as fast as the average for all occupations through 2006. Currently, Moraine Valley Community College is the only community college offering this program. However, they report a strong level of student interest in this program, coupled with consistent completion rates.
Enrollments in this small program have increased from 19 in fiscal year 1995 to 23 in fiscal year 1999, while completions decreased from four in fiscal year 1995 to one in fiscal year 1999, and fluctuated from two to five in the intervening years.

**Program Cost**. Due to the relatively small size and limited availability of this program, no cost information was available for this occupational area. Based on institutional analyses, the college indicated the program is cost-effective.

**Program Quality**. Moraine Valley Community College offers this program in connection with its Health Fitness program. It reports that its state of the art exercise facility and Health Fitness web page are strengths of the program. The college is currently exploring articulation initiatives to allow students a direct connection to advanced degree opportunities.

**Travel Services Marketing Operations**

| | |
|---|---|
| **Number of Colleges offering training** | 7 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 91% |
| **1999 Follow-up respondents working full-time** | 71% |
| **1999 Follow-up respondents working in related jobs** | 47% |

As a result of the program review process this year, eleven programs in Travel Services Marketing Operations were continued with minor changes, one program will be significantly modified, seven programs were scheduled for further review during the coming year, and one program will be discontinued.

**Program Need**. According to the Illinois Department of Employment Security, the short-term forecast for "travel agents" is very favorable. *Horizons* (1999) projects faster than average growth nationally, but only average growth for the state. Statewide, this is a large program area with enrollments and completions that declined over the review period fiscal years 1995 to 1999 from 1318 to 956 and 406 to 196, respectively. It remains to be seen how such trends as airline commission caps and internet-based travel services will affect the long-term viability of these programs and this profession. Growth in the areas of corporate travel and planning and convention/visitor bureaus may also impact future need in this occupation.

According to the *1999 Occupational Follow-Up Study*, slightly less than half of the graduates of this program who responded to the survey reported being employed in a field related to their program of study. Some colleges reported that students who are willing to be mobile have no problem finding employment in this field. However, students who live in areas where employment opportunities in the travel field are limited and who are not willing to relocate may have difficulty finding related employment. In addition, several colleges reported that the majority of students in these programs either already have employment, often in an unrelated field, or are pursing the program for personal interest only. Of similar concern, less than three-fourths of the graduates who responded to the 1999 Follow-Up Survey were working full-time. Colleges acknowledged that many employment opportunities in this field are part-time, but noted that graduates reported being satisfied with their current employment status. Colleges intend to address these issues through curriculum revisions and/or updates and working more closely with local employers to place graduates.

**Program Cost**. Program costs for this occupational area are ranked as moderately high (20-49 percent above statewide unit cost average) compared with all other occupational programs. Many colleges reported that they incurred substantial technology-related expenditures during the reporting period. For example, Parkland College recently installed an Internet-based computer reservations system to simulate industry utilized procedures.

**Program Quality**. Several community colleges reported that they utilized established industry ties to maintain program excellence. Those in close proximity to the Chicagoland airports were able to partner with the airlines to provide program guidance, and employment opportunities to their completers. Another strength mentioned often by the community colleges was the dedication of the faculty in this area. A major challenge for these programs is keeping up with the rapid pace of change within the travel industry.

Elgin Community College, Moraine Valley Community College, Parkland College, and Waubonsee Community College all plan to develop Internet-based courses in their programs. In addition, Moraine is redesigning its certificates into specific clusters that can be completed in a short period of time.

**Environmental and Pollution Technology**

| | |
|---|---|
| **Number of Colleges offering training** | 7 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 100% |
| **1999 Follow-up respondents working full-time** | 100% |
| **1999 Follow-up respondents working in related jobs** | 47% |

As a result of this year's program review, six programs in Environmental and Pollution Technology were continued with minor changes, two programs were continued with significant modifications, and two were scheduled for further review in the coming year.

**Program Need.** Labor market data from the State of Illinois Department of Employment Security's Economic Information and Analysis (1999) indicates that between 1996 and 2006 there will be a projected employment change of 25 percent in this occupation. It also states that there will be an average of 187 openings annually in Illinois. Additional data taken from the Georgia Career Information Center's Internet site (Fall 1999), projects 129 average annual openings (1992-2005), for a 28 percent growth rate for water and waste treatment plant operators. Those colleges, such as Wilbur Wright College, which have established partnerships with employers and public agencies have indicated increased interest in the program. However, other colleges, such as Illinois Central College and Danville Area Community College, draw most of their students in this program from employees at the local water treatment plant, creating a constant but limited demand. Overall, this is a small program area statewide. During the review period fiscal year 1995 to 1999, enrollments decreased from 81 to 23. During the same period, completions peaked at 18 in fiscal year 1998, but dropped to five in fiscal year 1999. Colleges indicated that although enrollments are small, these programs provide a means by which individuals in the waste water field can obtain training to advance through certification levels and acquire continuing education.

**Program Costs.** Program costs for this occupational area are ranked moderately high (20 - 49 percent higher than the statewide average) compared with all other occupational programs. The cost of program equipment is a significant factor in determining the costs of such programs. However, the programs generally make use of part-time faculty, which reduces the overall cost.

**Program Quality.** In order to reduce program costs and to reach more prospective students, Danville Area Community College is investigating distance learning technologies for program delivery. Other program strengths include the use of advisory boards composed of representatives from districtwide wastewater facilities and the responsiveness of the program to meet local training needs and requirements. Program challenges remain the lack of full-time faculty, fluctuating enrollments, and the frequent need to update equipment or the dependence on other agencies or local facilities to provide laboratory experiences for the students.

**Custodial Services**

| | |
|---|---|
| **Number of Colleges offering training** | 7 |
| **Program Cost** | Moderately Low |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | N/A* |
| **1999 Follow-up respondents working full-time** | N/A* |
| **1999 Follow-up respondents working in related jobs** | N/A* |

* This occupational area was excluded from the state report due to low number of graduates or low response rate.

As a result of this years program review, five Custodial Services programs were continued with minor changes and one program will be discontinued.

**Program Need**. The employment opportunities for Custodial Workers is expected to be slightly less than the average for all occupations through 2006, according to *Horizons* (1999). However, in Illinois, "janitors" is one of 50 occupations expected to provide the most job openings each year. As outside firms are more heavily utilized to provide custodial services, the demand for dependable people with specific skills (i.e., floor care knowledge) is expected to increase. Most of the colleges offer this program to correctional center inmates through the Illinois Department of Corrections (DOC), which greatly increases enrollment and completion figures. Illinois Central College offers the program to high school students through dual credit, to welfare recipients through a time-compressed format, and to college-age special needs students. Over the five-year review period (fiscal years 1995 to 1999), statewide program enrollments and completions increased from 85 to 281 and 69 to 192, respectively.

**Program Cost**. Program costs for this occupational area are ranked as moderately low (19-50 percent below statewide unit cost average) compared to other occupational areas. This is due in part to the contractual arrangements many colleges have with the DOC to pay the related program expenses. Illinois Central College utilizes a dual credit arrangement with district secondary schools that helps contain program costs.

**Program Quality**. When offered at correctional facilities, Custodial Services has been identified as a useful tool for lowering recidivism due to the likelihood that inmate completers will find stable employment. Programs offered at correctional centers utilize a standard curriculum developed collaboratively by the Department of Corrections, ICCB, and community college representatives. Colleges indicated that the DOC curriculum is of high quality. The only identified difficulty is providing appropriate work-based experiences for an inmate population.

**Parks, Recreation, and Leisure Facilities Management**

| | |
|---|---|
| **Number of Colleges offering training** | 5 |
| **Program Cost** | Average |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | NA* |
| **1999 Follow-up respondents working full-time** | NA* |
| **1999 Follow-up respondents working in related jobs** | NA* |

* This occupational area was excluded from the state report due to low number of graduates or low response rate.

As a result of this year's program review, one program in Parks, Recreation, and Leisure Facilities Management was continued with minor improvements and two programs were scheduled for further review in the coming year.

**Program Need.** Programs in Parks, Recreation, and Leisure Facilities Management prepare individuals for leadership and administrative roles in a variety of recreational settings, such as city, state and federal parks, amusement parks, health facilities, hotels and resorts, correctional institutions, senior centers and private industry. According to the Illinois Department of Employment Security's *Employment Projections 1996-2006*, employment in the amusement and recreation services industry is growing at a rate twice as fast as the statewide average for all industries. And according to the ***Horizons*** *Career Information System*, "recreation workers" is one of the 50 occupations expected to provide the largest number of job openings each year in Illinois through the year 2006, supporting the need statewide for workers trained in recreational leadership. Statewide, enrollments declined between fiscal years 1995 and 1999 from 88 to 64, while completions remained low with three in fiscal year 1995 and four in fiscal year 1999. Colleges reported good employment opportunities for recreation workers, facilities managers and program directors, particularly in senior centers, amusement parks, athletic clubs, camps, sports clinics, casinos and swimming pools.

**Program Cost.** Statewide Parks, Recreation and Leisure Facilities Management programs are characterized as average cost, meaning costs are between 20 percent below-19 percent higher than the average cost for all occupational programs. Based on institutional analyses, the colleges reported that programs are cost-effective.

**Program Quality.** Reported strengths of programs in recreational management include knowledgeable and experienced faculty who are well connected to local industry, good hands-on opportunities, extensive community involvement for students, and high quality practicum sites. The main weakness identified was the lack of marketing and recruitment for the program. Moraine Valley has plans to design a marketing and recruitment campaign to increase public awareness of the program and subsequent enrollments. In addition, MVCC students who complete their AAS program in Recreation Management are also eligible for the Certified Leisure Technician credential offered through the National Recreation and Park Association.

**Construction Trades (Integrated)**

| | |
|---|---|
| **Number of Colleges offering training** | 17 |
| **Program Cost** | Average |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 89% |
| **1999 Follow-up respondents working full-time** | 88% |
| **1999 Follow-up respondents working in related jobs** | 73% |

As a result of this year's program review, 30 programs in Construction Trades were continued with minor changes, and four programs were scheduled for further review during the coming year.

**Program Need.** Integrated Construction Trades programs provide instruction in general construction technology, including such trades as carpentry, electrician, plumbing, roofing, drywall installation, and floor and carpet laying. According to the Illinois Department of Employment Security's *Employment Projections 1996-2006*, overall employment in the construction industry is expected to increase about as fast as the average for all industries statewide. The highest employment growth for general contractors is expected in the area of operative building construction. Special trade contractors expected to see the highest growth in employment are carpentry and masonry, thus supporting the need for qualified construction trades workers statewide. All colleges indicated steady or increasing enrollments in their construction programs. Statewide, this is a large program area. Over the five-year review, period enrollments and completions have been stable, with 1042 enrollments in fiscal year 1995 and 1035 in fiscal year 1999. Completions were at 216 in fiscal year 1995 and 214 in fiscal year 1999. Placements for program completers remained low. Seven of the colleges reporting operate construction trades programs sponsored by the Illinois Department of Corrections, which has a substantial effect on placement rates at the local level. In addition, many students in construction trades programs are currently employed in the field, or leave the program to obtain employment.

**Program Cost.** Statewide Integrated Construction Trades programs are characterized as average cost, meaning costs are between 20 percent below - 19 percent higher than the average cost for all occupational programs. Colleges moderate costs by utilizing part-time instructors and sharing facilities and equipment. Seven colleges reported on programs offered through the Department of Corrections, where all costs are reimbursed and are, therefore, of no cost to the college.

**Program Quality.** The most common strengths of Integrated Construction Trades programs were knowledgeable and experienced faculty who are well connected with the construction industry, hands-on curricula, and good articulation with four-year institutions. Common weaknesses of the programs were lack of marketing and recruitment, courses not offered at convenient times, lack of adequate facilities and lack of current technology. Colleges operating construction trades programs through the Department of Corrections cited the biggest strength as the "generic" training component related to employability skills, resume writing, dress, and interviewing which is incorporated into specific occupational training. A major reported weakness with the DOC curriculum was that because this program is based on a statewide model it is often difficult to keep up with changing technology and practices in the field.

Illinois Central College has plans to replace computer hardware and software for its programs, and Parkland College plans to increase their evening course offerings. Several colleges, including Illinois Central College, South Suburban College, and Kaskaskia College reported involvement with local Habitat for Humanity projects, while Lincoln Land Community College reported involvement with a local Housing Authority.

**Stationary Energy Sources Installer and Operator**

| | |
|---|---|
| **Number of Colleges offering training** | 3 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Slight Surplus |
| **1999 Follow-up respondents employed or continuing education** | 100% |
| **1999 Follow-up respondents working full-time** | 90% |
| **1999 Follow-up respondents working in related jobs** | 100% |

As a result of this year's program review, three Stationary Energy Sources Installer and Operator programs were continued with minor changes.

**Program Need**. While *Horizons* (1999) reports that this field will experience an overall decline in employment opportunities through 2006, opportunities in related or ancillary fields (auxiliary power equipment occupations) are expected to be good. Enrollment levels are relatively low in these programs. Enrollments decreased during the review period from 80 in fiscal year 1995 to 53 in fiscal year 1999, while there were 22 completions in both fiscal year 1995 and 1999, with fluctuations between 22 and 11 in the intervening years. Colleges are attempting to increase program enrollments by linking with industry partners and upgrading their facilities to keep pace with the profession. In addition, programs serve the college districts by providing skill upgrades and professional development for existing power facility employees.

**Program Cost**. Program costs for this occupational area are ranked as moderately high (20-49 percent above statewide unit cost average) compared with all other occupational programs. However, Southwestern Illinois College has facilities and labs located at their industry partner site, Illinois Power. This arrangement greatly reduces their indirect costs and achieves revenues in excess of expenditures.

**Program Quality**. Programs in this area serve a documented employer need in their districts. Advisory committees are utilized to ensure program components are kept up-to-date with industry standards, and current equipment and procedures are utilized. Further, these programs provide incumbent workers with the opportunity to improve their skills and ascend the career ladder. Triton College has partnered the program with its electronics and welding programs and will offer courses to high school students for dual enrollment.

**Technical Theatre Design and Stagecraft**

| | |
|---|---|
| **Number of Colleges offering training** | 1 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Slight Surplus |
| **1999 Follow-up respondents employed or continuing education** | N/A* |
| **1999 Follow-up respondents working full-time** | N/A* |
| **1999 Follow-up respondents working in related jobs** | N/A* |

* This occupational area was excluded from the state report due to low number of graduates or low response rate.

Kennedy-King College is the only college that offers a program in Technical Theatre Design and Stagecraft. As a result of this year's program review, the college has scheduled both its degree and certificate programs for further review during the coming year.

**Program Need**. The Illinois Occupational Information System reports that employment in this area is expected to increase faster than average through 2006. However, due to the large number of people desiring acting careers and the lack of formal entry requirements, only the most talented should continue to find regular employment. Potential for part-time employment should remain steady. According to Kennedy-King College, approximately 1,125 positions in Theater Technology exist in Cook County, and due to the number of new theater openings, this number should increase over time.

**Program Cost**. Program costs for this occupational area are ranked as moderately high (20-49 percent above statewide unit cost average) compared with all other occupational programs. Kennedy-King College utilizes only part-time lecturers for courses in this area, and closely monitors minimum class sizes to better control costs.

**Program Quality**. Kennedy-King College indicates that state of the art equipment and theatrical facilities are available to support this program. The program is currently in an inactive status while the curriculum undergoes an extensive re-write and update. Individual courses are still being offered until a new curriculum is approved. The program will be renamed to better represent the broader and more preparatory structure of the new curriculum.

**Nursing (RN Training)**

| | |
|---|---|
| **Number of Colleges offering training** | 44 |
| **Program Cost** | High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 96% |
| **1999 Follow-up respondents working full-time** | 85% |
| **1999 Follow-up respondents working in related jobs** | 96% |

As a result of this year's program review process, 37 Nursing programs will be continued with minor changes, one program will be significantly modified, and two programs have been scheduled for further review during the coming year.

**Program Need.** Faster than average employment growth for registered nurses is expected both nationally and in Illinois. *Horizons* (1999) reports that it is one of the 50 occupations expected to provide the most job openings each year. Employment in areas other than hospitals is expected to increase, with the most rapid employment growth expected in the home health care area. According to the Illinois Department of Employment Security, the short-term forecast for "registered nurses" is very favorable. This is one of the largest occupational program areas. However, during the review period fiscal year 1995 to 1999, enrollments and completions have declined steadily from 13, 612 to 9904 and 2618 to 1812, respectively.

**Program Cost.** Program costs for this occupational area are ranked as high (50 percent or more above statewide unit cost average) compared with all other occupational programs. In general, nursing is a high cost program due to a number of factors, including state requirements that all faculty be master's prepared nurses, and all clinical experiences meet strict faculty-student ratios and be monitored by Master's prepared nurses. Further diseconomies of scale are incurred when smaller colleges offer this program, particularly when purchasing expensive laboratory and clinical training equipment.

When balancing program costs and needs, however, all colleges stated that they take into consideration the broad scope of benefits that these programs provide to their communities as a whole, and their local health care systems in particular. Various methods are employed to assure these programs enroll students with high potential, including the practice at Rock Valley College of monitoring admissions and course schedules to assure efficient use of limited student placement.

**Program Quality.** As a whole, the nursing programs at Illinois' community colleges are innovative, rigorous and standards driven. Several colleges report NCLEX pass rates which exceed the state average. Olive Harvey College, for example, had a 100 percent pass rate for 1999. Many of the colleges describe the high level of faculty dedication and training as a major contributor to this end. Truman College reports that its faculty includes nurses with Master's degrees, as well as doctoral candidates, Ph.D.s and Psy.Ds. Location presents challenges for some colleges, however. For example, Olney Central College reported that MSN prepared faculty are difficult to find in its rural district. In addition, the move to shorter hospital stays and community based care has impacted the availability of clinical sites in the district.

The ever-changing needs of the medical profession in Illinois have encouraged these nursing programs to be responsive and flexible. Courses are offered in day, evening and weekend formats and are available in every region of the state. This gives students more options to enter and exit programs based on their individual needs. Further, many of these programs are part of a progressive articulated sequence, leading from the Nurse Assistant to the Licensed Practical Nurse to the Registered Nurse. Rock Valley College, for example, is developing a new curriculum that will address emerging trends in the health care industry and help prepare nurses to function outside the traditional inpatient hospital setting. William Rainey Harper College and Elgin Community College are both using grant monies to address the needs of their students through increased faculty involvement in the community, cultural awareness and culturally competent care seminars, innovative teaching methodologies seminars, and stipends for under-represented groups in the nursing profession. Other colleges, such as Parkland College, are offering more tutoring and review sessions and assigning faculty advisors and mentors to assure the success of at risk students.

**Practical Nursing (LPN Training)**

| | |
|---|---|
| **Number of Colleges offering training** | 32 |
| **Program Cost** | Moderately High |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 94% |
| **1999 Follow-up respondents working full-time** | 81% |
| **1999 Follow-up respondents working in related jobs** | 91% |

As a result of this year's program review, 29 Practical Nursing programs were continued with minor changes, and two programs will be significantly modified.

**Program Need.** According to *Horizons, 1999* and *America's Fastest Growing Jobs, 4th edition,* employment for LPNs is expected to increase faster than average through 2005-2006 in response to the long-term care needs of a rapidly growing elderly population and to growth of the health care industry in general. In Illinois, "licensed practical nurses" is one of the 50 occupations expected to provide the most job openings each year. In many areas, the health care industry is experiencing a shortage of health care workers, including licensed practical nurses. Employers are looking to the community colleges to help meet their needs in this area. Unfortunately, many nursing programs are experiencing declines in enrollment, both nationally and locally. Statewide, enrollments in this large program area decreased from 3484 in fiscal year 1995 to 2829 in fiscal year 1999, and completions decreased from 1073 to 902. Deteriorating workplace conditions, mandatory overtime, modest wages, negative stereotypes about the nursing profession, and increased opportunities in other allied health occupations are the reasons cited most frequently which deter people from entering the profession.

**Program Costs.** Costs for Practical Nursing programs are moderately high, meaning costs are between 20 to 49 percent higher than the average cost for all occupational programs, due to several factors. Declining enrollments with the need to maintain the same staff level result in lower student/faculty ratios. Laboratory and clinical requirements also contribute to the high cost. These programs often employ faculty with extensive experience and relatively high salaries. Many programs exercise cost-sharing options in order to make the programs more cost-effective Some programs share laboratory and equipment costs with other nursing programs while others, such as Illinois Central College, combine first-year nursing and practical nursing students in the same theory classes. These programs also may rely upon a large number of part-time faculty, further reducing the cost.

**Program Quality.** Many of the Practical Nursing programs at Illinois community colleges report pass rates on the CLEX-PN exams that are higher than both state and national averages. The programs also attract highly qualified faculty with expertise in their areas of instruction. These programs are further strengthened with the support of Advisory Councils. Articulation of curriculum appears to be strong and seamless.

Practical nursing programs face numerous challenges as they struggle to attract enough students to meet the employment needs while maintaining quality programs. Attrition of students as well as the quality of the applicants to the programs both require the colleges to address more directly the need to mentor at-risk students. Providing up-to-date instruction methods and equipment further adds to the costs of programs

that are experiencing declining enrollments. Additionally, lack of quality clinical care experiences and administrative and support services could further weaken the programs.
Community colleges are meeting these challenges by improving their curricula and student services. South Suburban College, for example, has added a course, "Nursing in the 21st Century." Kaskaskia College has addressed the need for improved clinical experiences by providing opportunities to observe nursing in surgi-centers, psychiatric centers, and physician `offices with each student assigned a clinical rotation in a geriatric setting.

**Nurse Assistant/Aide**

| | |
|---|---|
| **Number of colleges offering training** | 42 |
| **Program cost** | Average |
| **Job outlook** | Balance |
| **1999 follow-up respondents employed or continuing education** | 89% |
| **1999 employed follow-up respondents working full-time** | 73% |
| **1999 employed follow-up respondents working in related job** | 73% |

As a result of this year's program review, 41 Nurse Assistant/Aide programs were continued with minor changes, one program will be significantly modified, and one program was scheduled for further review in the coming year.

**Program Need.** According to the *Occupational Outlook Handbook 2000-2001 Edition*, job prospects for nursing aides (including assistants) should be good through the year 2008. Numerous openings will arise from a combination of fast growth and high turnover. Employment of nurses aides is expected to grow faster than average for all occupations in response to an emphasis on rehabilitation and the long-term needs of a rapidly growing elderly population. According to the Illinois Department of Employment Security reports (*Occupational Projections: 2006)* increases in health services professions, especially nursing and personal care, are projected to increase nearly 25 percent by 2006. Statewide, this is a large program area. During the review period, enrollments declined from 3066 in fiscal year 1995 to 2865 in fiscal year 1998, but increased to 3065 in fiscal year 1999. Completions declined from 1501 in fiscal year 1995 to 1291 in fiscal year 1999.

Results of the 1999 Follow-Up Survey indicated that slightly more than one-fourth of the program completers who responded to the survey were employed part-time and/or in a field unrelated to their program of study. Colleges indicated that many students in Nurse Assistant programs accept part-time employment on a temporary basis while pursuing further education, often in a Licensed Practical Nurse program. Other program completers accept part-time employment because of family responsibilities or simply by choice. Finally, some colleges indicated that many of the students in their programs are Welfare-to-Work recipients who do not intend to pursue full-time employment once the program has been completed. Barriers to retaining program completers in this occupational field were identified as low pay and poor working conditions, such as inconvenient work schedules, overtime hours, shift work, and an overly demanding working environment. To address issues that contribute to high rates of part-time and/or unrelated employment, colleges plan to better advise students on the working conditions and salary opportunities in this occupation, and to work more closely with local employers to place and retain

graduates.

**Program Cost.** The cost of CNA programs is average when compared with the cost of other occupational programs due to state regulations governing teacher/student ratios. Colleges keep costs down by sharing labs and equipment, hiring part-time faculty, compressing program schedules, and using off-campus sites for instruction.

**Program Quality.** Nursing assistant/aide programs are short-term training which leads to state and national certification and provides program graduates with readily available entry level jobs. Many of the colleges have offered flexible scheduling options to meet the needs of their students. For example, the program at Lincoln Land Community College offers multiple entry/exit options for persons desiring to work in the field of healthcare. Most colleges mentioned their highly qualified faculty and excellent clinical sites and experiences as program strengths.

Colleges use the Illinois Occupational Skills Standards for their nursing assistant programs. Other innovations include improved scheduling and academic preparation strategies. For example, Sauk Valley Community College has increased the amount of time that students use the Nursing Skills lab and computer assisted instruction. The college also offers one class each year off-site to provide easier access for students. Nevertheless, several colleges reported that preparing prospective students for the rigor of the coursework and for entry into the workforce, along with the need to improve the image of CNA's, remain a challenge to the field.

**Home Health Aide**

| | |
|---|---|
| **Number of Colleges offering training** | 2 |
| **Program Cost** | Moderately Low |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | N/A* |
| **1999 Follow-up respondents working full-time** | N/A* |
| **1999 Follow-up respondents working in related jobs** | N/A* |

*This occupational area was excluded from the state report due to a low number of graduates or low response rate.

As a result of this year's program review, the program at McHenry County College was scheduled for further review in the coming year to establish alternate means of providing the need met by this program, followed by a phasing-out of the program.

**Program Need.** Nationally and in Illinois, employment in home health care is expected to grow much faster than average through 2006 (*Horizons, 1999).* Many openings will occur as the population ages and because of improved health care, resulting in longer life expectancies. However, low enrollments in this area are due, in part, to the fact that specialized training beyond the Basic Nurse Assistant (BNA) is not required for employment in the home health setting.

**Program Costs.** Direct instructional unit costs for Home Health Aide programs are generally low as compared to all other occupational programs. McHenry County College indicated that direct instructional costs for the Home Health Aide program are moderately higher than the statewide average for comparable courses.

**Program Quality.** The program at McHenry County College builds upon the knowledge of the BNA program in preparing students for the special challenges of working in the home care setting. Some of the challenges faced by Home Health Aide programs include transportation issues for students and a limited interest in the program due to overlapping of federal competency standards with certified nursing assistant. McHenry County College is re-evaluating the current Tech Prep model for Home Health Aides to develop a more effective means of continuing education for high school students interested in pursuing a career in health care. They are also evaluating the expansion of Health Professions Career Exploration to include more theory or to combine with alternative educational offerings, such as Medical Terminology, Introduction to Sociology, Introduction to Psychology, or Living with Death.

**Medical Laboratory Aide/Phlebotomy**

| | |
|---|---|
| **Number of Colleges offering training** | 2 |
| **Program Cost** | No cost info available |
| **Job Outlook** | Balance |
| **1999 Follow-up respondents employed or continuing education** | 100% |
| **1999 Follow-up respondents working full-time** | 70% |
| **1999 Follow-up respondents working in related jobs** | 80% |

As a result of this year's program review, the Medical Laboratory Aide/Phlebotomy program at Moraine Valley Community College was continued with minor changes. The program at Oakton Community College was reviewed during fiscal year 1999 along with a related Medical Laboratory Technician program and was continued with minor changes.

**Program Need.** Employment of medical laboratory aides will grow at the average rate for all occupations through 2006, although that rate of growth is expected to be slightly above average for Illinois (*Horizons,* 1999). Some employment increases are expected in this area due to advances in biotechnology and greater use of medical laboratory testing. However, most of the anticipated job openings will occur as workers advance to other occupations or leave the work force. Medical laboratory aides with a one or two-year degree are expected to have the best employment opportunities. By 2005, employment opportunities are projected to increase by 13.5 percent in Cook County and 12.5 percent statewide. Enrollment in this program area increased during the review period from 126 in fiscal year 1995 to 154 in fiscal year 1999. Completions, however, decreased during the same period from 58 to 47.

Results from the 1999 Follow-Up Study indicate that only seven out of 10 program completers who responded to the survey were employed full-time. Colleges indicated that many completers of this program accept part-time employment on a temporary basis while waiting for entry into other related health care fields, or while pursuing further education. Although many opportunities in this occupation are part-time, students reported being satisfied overall with their current employment status.

**Program Cost.** Unit cost data for this program area are not reported separately. Based on institutional analyses, Moraine Valley indicates the program is very cost-effective. The program is supported through donations of equipment and supplies suitable for classroom use, resulting in a tremendous cost savings.

**Program Quality.** The medical laboratory aide/phlebotomy program at Moraine Valley is of high quality and is supported by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The clinical training and strong faculty are two of the components that result in program graduates consistently scoring above the national pass rate on external certification exams and posting scores at or above the national mean scaled scores on external certification exams.

The college meets the high tech demands of this occupation by providing state of the art teaching facilities and excellent clinical training facilities. Additional innovations include flexible scheduling, especially for student clinical rotations, and computer based training programs.

**Therapeutic Recreational Assistant**

| | |
|---|---|
| **Number of Colleges offering training** | 2 |
| **Program Cost** | Average |
| **Job Outlook** | Shortage |
| **1999 Follow-up respondents employed or continuing education** | 100% |
| **1999 Follow-up respondents working full-time** | 70% |
| **1999 Follow-up respondents working in related jobs** | 70% |

As a result of this year's program review, one Therapeutic Recreational Assistant program was continued with minor changes, and one program was discontinued.

**Program Need.** Nationally, and in Illinois, employment of recreational therapists is expected to increase faster than average through 2006, with this therapy specialization being one of the 50 fastest growing occupations in Illinois (*Horizons, 1999)*. Factors contributing to this growth include an aging population, expansion of long-care facilities, physical and psychiatric rehabilitation, and services for the disabled. Employment is expected to increase in hospitals as well as in adult day-care facilities, out-patient facilities, short-term mental health and alcohol/drug abuse treatment facilities, and home care settings. This is a small, specialized program area. During the review period fiscal year 1995 to 1999, enrollments decreased from 135 to 81 and completions from 18 to 10. Moraine Valley Community College has experienced a significant increase in enrollments in this program for the last four years, while Triton College will discontinue its program due to low enrollments.

**Program Cost.** Compared to statewide costs for all occupational programs, the costs for Therapeutic Recreational Assistant Programs are average. Use of part-time faculty and low equipment costs contribute to the cost-effectiveness of the program.

**Program Quality.** Moraine Valley reports increased job placements for students and experiential learning components to be the major strengths of its program. The college plans to improve the quality of its marketing and recruitment techniques and to improve articulation with four-year institutions in pursuing advancement for increased employment opportunities.

Moraine Valley is also proud of its extensive community involvement through this program. It hosts several special events for community senior citizens and the disabled population,as well as professional development opportunities for students and practitioners in the field.

## Summary and Recommendations

Occupational program review summaries for fiscal year 2000 provided strong evidence that the colleges are using their human capital wisely. Colleges consistently identified strengths of their programs as knowledgeable faculty who have good relationships with related businesses and industries, which contributes to the development of relevant curriculum with quality work-based learning experiences. The most commonly identified weaknesses were lack of up-to-date equipment and/or technology, which is a continuing challenge for nearly all occupational programs. A number of colleges also cited the lack of adequate facilities, primarily for ag-related programs.

In general, the occupational program areas that were reviewed during fiscal year 2000 remain strong as evidenced by information about need, cost and quality. However, the reviews of nursing programs at the nurse assistant, licensed practical nurse, and registered nurse levels indicated declining enrollments and completions during the five-year review period, while demand in these occupations is projected to increase. In addition, a number of colleges indicated that student preparation to enter these programs is becoming a greater challenge. **It is recommended that during fiscal year 2001, ICCB staff undertake an in-depth study of the current issues and trends within the nursing profession and their implications for community college nursing programs.**

The program reviews also provided evidence that many occupational programs are feeling the effects of a strong economy and high employment rates. Both enrollments and completions declined over the five-year review period in several program areas. Colleges consistently identified the need for increased marketing and recruitment efforts. These efforts will be important to the maintenance of a well-prepared and productive work force. While it is currently relatively easy to find entry-level employment during times of a strong economy, the acquisition of more specialized skills and knowledge are increasingly required for an individual to move beyond entry-level positions.

Low numbers of completers continues to be a concern in many program areas for accountability purposes. Program completion is used as a performance indicator in accountability systems for Perkins funding and for the Workforce Investment Act. Once these accountability systems are fully implemented, they will tie funding to performance. Colleges are addressing low program completions in a number of ways, including restructured curricula, development of short skill-specific certificate programs, more intensive student advising, and the use of enhanced data systems. As a result of the fiscal year 1999 program reviews that indicated a strong need for the development of more short-term certificates, ICCB staff have recommended a streamlined approval process for short-term certificates to support the colleges in their efforts to respond

to this need. However, efforts must continue to address this issue, particularly the quality of the data that is collected regarding student intent and program completion. **It is recommended that colleges examine policies, practices and data collection systems to ensure that they support the collection and reporting of the most accurate possible data on student intent and program completion.** Colleges should examine admission and advising procedures to determine ways to improve the accuracy of student intent information and identify procedures that deter students from applying for graduation.

## State-Level Initiatives

During fiscal year 2000, a variety of initiatives were implemented or continued by the ICCB to strengthen accountability, provide enhanced service, and increase productivity. Summaries of several activities are presented below.

**Employer Services Network.** In fiscal year 2000, the ICCB launched the Employer Services Network (ESN) offering employers an easy and efficient way to get customized employee training and other business services. The employer-focused statewide system of Illinois community college business and industry centers works together to deliver comprehensive services and education programs to employers. The ESN's toll-free telephone service matches employers with the community colleges that can best meet their needs.

**Workforce Preparation Awards.** The ICCB annually presents Workforce Preparation Awards to up to three colleges in recognition of outstanding efforts to improve employment opportunities and provide for a better trained workforce in their communities. Most recent award winners are Joliet Junior College for partnership with BP-Amoco to co-develop a training program which provides area process industries with a workforce competent in the basic skills and technologies to perform successfully as entry-level process operations technicians; Triton College for its A+ Certification Dual Credit partnership with six school districts in Des Plaines Valley Region for computer repair technicians; and John Wood Community College JOBS Project partnership with the Knapheide Manufacturing Co. and Blessing Hospital to address both the needs of at-risk populations to be employed in jobs above minimum wage and with area businesses to fill job vacancies with qualified employees.

**Implementation of Workforce Legislation.** Provisions of the Workforce Investment Act (WIA) need to be implemented by the beginning of fiscal year 2001. A great deal of work remains to be done between now and then. ICCB staff will dedicate time to support the activities of the Illinois Workforce Investment Board and related committees to develop and implement unified guidelines and procedures that will allow implementation of WIA efficiently and effectively. In addition, ICCB staff will provide ongoing information and technical assistance to Illinois community colleges regarding their roles and responsibilities in the implementation of WIA.

**Advancing Opportunities Program.** The Advancing Opportunities Program grew out of the Opportunities Program that began as a welfare-to-work partnership among the ICCB, Department of Human Services, and 15 community colleges. The Advancing Opportunities program is now located at 36 Illinois community colleges and one community college center. With education and training as the program impetus, Temporary Assistance to Needy Families (TANF) clients move seamlessly from entry-

level employment and/or job upgrading to self-sufficiency.

**Tech Prep.** Tech Prep is a program of study which begins in high school, continues at the community college, and culminates in an associate of applied science degree in a high-demand, high-wage occupational program. Program efforts concentrate on the transitioning of students, pathway development, and preparatory services. In fiscal year 2000, the ICCB devoted significant resources and staff time to the state-level coordination of Tech Prep in partnership with the State Board of Education.

**Education-to-Careers.** Education-to-Careers is an initiative to promote the overall career preparation opportunities that schools can provide students for success in education, in work, and in life. The ICCB, as the state coordinating board for Illinois community colleges, plays a pivotal role in Education-to-Careers (ETC) as an equal partner in administering and implementing ETC as an education reform initiative through joint administration with the interagency state-level team and system leadership and coordination within the community college system.

**Career and Technical Education Challenge Task Force.** The Career and Technical Education (CTE) Challenge Task Force is a state wide committee charged with creating a blueprint for Career and Technical Education in the future that includes supporting high educational achievement for all CTE students and preparing students for the high-skill, high performance workplace of the 21st Century. ICCB President/CEO Joseph Cipfl, along with State Superintendent of Education Glenn W. McGee called this group of over 40 educational and workforce development leaders together in March 2000. To demonstrate their commitment and support of this cause, Diana Robinson, Deputy Superintendent of ISBE, and Virginia McMillan, ICCB Executive Vice President, have been assigned to co-facilitate the Task Force.

**System Funding Initiatives.** The ICCB has made an effort to expand "block grants" to the system as part of an ongoing initiative to decouple at least a portion of state funding from credit enrollments. These funds are distributed in various categories that support areas that are critical to accomplishing the community college mission. Block grants and amounts for fiscal year 2001 include Current Workforce Training - $5 million; Workforce Development (Business/Industry, Education to Careers, Welfare to Work) - $13.85 million; Special Populations - $13 million; Accelerated College Enrollment - $1 million; Illinois Community Colleges Online - $550,000; Advanced Technology (Equipment, Technology Support, Staff Technical Skills) - $13.6 million; and Deferred Maintenance - $3.25 million.

**Illinois P-16 Partnership for Educational Excellence.** The ICCB is a full and supportive partner, along with the Illinois State Board of Education and the Illinois Board of Higher Education, in the Illinois P-16 Partnership for Educational Excellence. Through the partnership, the three agencies acknowledge their shared responsibility for the educational continuum in Illinois. Priority areas identified for immediate attention include smoothing the transition from high school to college and the workplace; improving the recruitment, preparation, and development of classroom teachers; and expanding the use of technology to improve educational opportunities.

**Illinois Articulation Initiative.** The Illinois Articulation Initiative (IAI) is a joint initiative of the Illinois Board of Higher Education, ICCB, and the Transfer Coordinators of Illinois Colleges and Universities for the purpose of enhancing the transfer process for the more than 30,000 students that transfer each fall among all sectors of higher education in Illinois. The Illinois community colleges are the primary providers of the freshman and sophomore year of postsecondary education in Illinois public higher education. Community college faculty and staff serve on IAI panels that developed specific recommendations for lower-division transfer courses. To date, recommendations have been endorsed by the IAI Steering Panel, the ICCB and IBHE for a common general education core and 26 majors. Panels continue to meet to review courses submitted by participating institutions as comparable to those in their recommendation. During fiscal year 2000, a Fifth Year Review of IAI General Education was completed. The ICCB and its staff have provided leadership and support to the IAI since its inception in January 1993.

**Center for Policy Development - Remedial/Developmental Education.** The Center for Policy Development was established to provide additional opportunities for community college faculty and staff to bring their expertise to issues of critical importance to community colleges and to develop appropriate policy recommendations. Each year, issues are identified and Policy Fellows are selected to address them. During fiscal year 2000, a Policy Fellow from South Suburban College worked with representatives from throughout the community college system, as well as national experts to address the policy implications of issues and opportunities that surround remedial/ developmental education as identified in recent ICCB studies on this topic. The committee expects to finalize policy recommendations to strengthen this important area of instruction at community colleges during fiscal year 2001.

**Teaching Learning Excellence Conference.** The Illinois Community College Faculty Association supports an annual Teaching Learning Excellence Conference that brings together faculty and staff from colleges throughout the state to share best practices and collectively discuss issues affecting teaching and learning. The Teaching and Learning Excellence Conference draws over 300 faculty and staff annually.

**Learning-Centered Excellence Awards.** This ICCB award recognizes innovation in approaching the challenges of fostering an excellent learning environment. The award is presented to up to three colleges annually. Learning-Centered Excellence Award winners for fiscal year 2000 were McHenry County College for a partnership with area businesses and high schools to offer a program that integrated liberal education and work-based learning for students in grades 9 through 14; Kishwaukee College for the development of a general education portfolio for transfer students; and Parkland College for a multi-level, multi-discipline group of learning communities called the Integrated Studies Communities.

**Annual Equalization Grants.** Annual Equalization Grants are the result of a system funding initiative that attempts to reduce the disparity among districts in local property tax available per student. $73.66 million has been allocated to 28 colleges in this category for fiscal year 2001.

**Illinois Incentive for Access.** The Illinois Incentive for Access (IIA) program is designed to direct additional grant aid to students classified as freshmen with no family resources to pay for college. It is a needs-based program which provides a one-time $500 award to freshmen applicants who have no financial resources for college. Community college students represent a large portion of the students who receive financial assistance through IIA, and the Illinois community college system strongly supports the program.

**Illinois Student Assistance Commission Pilots of Assistance for Less-than-Half-Time Students and Summer Map Awards.** The fiscal year 2001 budget for the Illinois Student Assistance Commission includes $3.0 million to fund two pilot projects, one aimed at extending Monetary Award Program (MAP) grants to students who are enrolled at higher education institutions less than half-time, and one to extend MAP awards to students during summer term. In the past, students in these two categories were not eligible to receive MAP awards. Many community college students enroll less than half-time and during summer terms due to full-time work and/or family commitments or other circumstances and benefit from these initiatives. The ICCB is fully supportive of these pilot programs, and a number of community colleges are participants in one or both of the pilots.

**East St. Louis Community Center.** Under the leadership of the Southern Illinois Collegiate Common Market, during fiscal year 2000, a significant growth in participation was achieved. Community college enrollment in courses and programs offered by Southwestern Illinois College, Shawnee Community College, and Kaskaskia College continued to increase due to expanded offerings and increased recruitment efforts. Additional community college academic offerings are scheduled for the fall of 2000, with Southeastern Illinois College joining its sister institutions in providing programs for the residents of the East St. Louis metropolitan area. Lake Land College continued in its role of administering programs at the Southern Illinois Correctional Center. Southern Illinois University-Edwardsville opened its charter high school in the fall of 1999 at the center with over 100 students. In addition, East St. Louis School District #189 began using vocational classroom and laboratory facilities in the fall at the center. The ICCB, Southern Illinois University-Edwardsville, and the Illinois Department of Employment Security began work on the joint $27 million repair/renovation and new construction capital project.

**Illinois Century Network.** The Illinois Century Network (ICN) is a telecommunications backbone to provide high-speed access to data, video, and audio communications for schools, libraries, colleges, universities, museums, state agencies, and other entities in a joint venture of the Illinois Board of Higher Education, the ICCB, and the Illinois State Board of Education. The ICN will connect more than 4,000 public elementary and secondary schools, 48 community colleges, and 12 public university campuses. There is additional capacity for 3,000 connections for private colleges and universities, private schools, government agencies, museums, and libraries.

**Center for Policy Development - Illinois Community Colleges Online.** The Center for Policy Development was established to provide additional opportunities for community college faculty and staff to bring their expertise to issues of critical importance to community colleges and to develop appropriate policy recommendations. Each year, issues are identified and Policy Fellows are selected to address them. During fiscal year 2000, a Policy Fellow from Oakton Community College worked with representatives from throughout the community system to develop a proposal for the Illinois Community Colleges Online (ILCCO), which aims to expand access to learning opportunities for all residents of Illinois independent of location and/or time and at a reasonable cost. ILCCO is a consortia of Illinois community colleges sharing on-line courses and programs. When students sign up for courses at their local community college, they have access to on-line offerings at other community colleges throughout the state. Students will be able to complete courses, degrees, and certificate programs completely on-line. ILCCO allows students to handle registration, financial aid and transcripts through their local college, regardless of where the course is offered.

**Illinois Video Education Network.** The ICCB and the Illinois Board of Higher Education have worked as partners on the development of the Illinois Video Education Network. Interactive video sites around the state bring new learning opportunities to students while reducing travel costs for them as well as for faculty and staff. Ten regional consortia across the state link sites at community colleges, public universities, independent higher education institutions, business extension sites, hospitals, high schools, and libraries.

**Illinois Virtual Campus.** The Illinois Virtual Campus is a service of Illinois' colleges and universities working together to provide access to distance courses through an on-line catalog. Illinois community colleges will provide many of the primary access points for this service, which makes available internet-based courses offered by institutions throughout the state from a single point of contact. The colleges will also provide student support services for individuals who use the Virtual Campus.

**Program Approval.** Requests for new programs are reviewed by ICCB staff, as well as staff of the Illinois Board of Higher Education and subject area specialists from the Illinois State Board of Education as appropriate. Recommendations for Board approval are based on an analysis of the program's quality, cost-effectiveness, and need and, in the case of transferable programs, alignment with IAI recommendations for related majors. Staff review proposals for evidence that the curriculum will meet the needs of students, the benefits for the college and the students will outweigh the costs, and the local community or surrounding districts can support graduates of the program with related employment, or that students can transfer coursework without losing credits. Over the last year, processes by which new programs are reviewed have been modified to decrease the turnaround time for approval, including eliminating the review cycles and the implementation of a Temporary Approval Process for occupational programs.

**Occupational Skills Standards.** ICCB staff continue to support the efforts of the Illinois Occupational Skill Standards and Credentialing Council in several ways. These include providing the Council and Industry-based Subcouncils with input related to the needs of the colleges, by disseminating information on existing and newly endorsed occupational skill standards products throughout the system, and by requiring the colleges to use occupational skill standards in program development and revision.

**Leadership and Core Values Initiative.** Over the past three years, community colleges in Illinois have engaged in activities that exposed students, trustees, faculty, and staff to topics on shared values and ethical decision-making practices. The Leadership and Core Values Initiative (LCV), as it is called, was created through a resolution by the Illinois Community College Board in 1997. The Board's resolution encouraged colleges to engage in discussion about values and ethics, to embrace ethics standards and practices, and to explore and develop methods for including the study of ethical practices into the curriculum. To assist college constituents in strengthening a campus climate steeped in a set of values, annual Leadership and Core Values Institutes, professional development seminars coordinated by the Center for Applied Ethics, and grants for campus-based programs are made available. By the end of the fiscal year 2001, 87 community colleges will have received LCV funds, representing more than $600,000 in expenditures.

**Phi Theta Kappa.** In 1997, the ICCB established the All-Illinois Academic Team to provide statewide recognition to outstanding Illinois community college students. Phi Theta Kappa is the international honor society of two-year colleges. Two annual recognition ceremonies for the All- Illinois Academic Team have been held at the rotunda of the Illinois State Capitol, where state senators and representatives and others

honored the team members.

**Lincoln's Challenge.** The ICCB's Lincoln's Challenge Scholarship Program operates with an annual appropriation to provide scholarships for Lincoln's Challenge graduates. The Lincoln's Challenge Program is sponsored by the Illinois National Guard to help at-risk high school dropouts to attain their GED. The ICCB scholarships give students an opportunity to continue their education at an Illinois community college. To date, over 1,300 graduates have received scholarship awards.

**Educational Guarantees.** Nearly all Illinois community colleges offer their students educational guarantees. Baccalaureate transfer guarantees ensure that community college transfer students can transfer all of their courses to their chosen four-year college or university. If courses selected with the assistance of the community college do not transfer, the community college will refund the tuition. The subsequent adoption of the statewide general education common core and major panel recommendations through the Illinois Articulation Initiative have greatly facilitated the implementation of transfer guarantees. Occupational program guarantees ensure that graduates of community colleges' career and technical programs have the skills needed in today's labor market. Graduates may re-enroll in appropriate courses at no charge if they did not obtain the skills the program is designed to teach.

**Occupational Follow-Up Study.** As a part of the Illinois Community College System's ongoing accountability and program improvement initiatives, the colleges annually conduct a survey of occupational program graduates. The annual ICCB Occupational Follow-Up Study Report provides statewide information from graduates of selected occupational programs regarding the effectiveness of their community college experiences. Data for the report are obtained from responses to a standardized survey. The survey instrument addresses attendance objective, education status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. Such information has implications for colleges, as they develop new program proposals and perform program review, in order to ensure that they stay in step with the changing job market thus providing for satisfactory employment and compensation for their graduates. Results from the Follow-Up Survey are an integral part of the state measures used in the Performance-Based Incentive System.

**Recognition.** The ICCB reviews the recognition status of colleges on a five-year cycle. A streamlined revised recognition process has been implemented to take advantage of the substantial amounts of information the colleges provide to the ICCB on a routine basis and rely less on information gathered through on-site visits to college campuses. Financial audit visits have been

decoupled from the recognition process, but audit results will remain a part of the process. Evaluations have been broadened to include quality indicators in addition to compliance standards.

**Strategic Planning Initiative for the Next Decade.** In January 1994, *VISION 2000, Charting a Course for the Future*, was put in place to serve as the focus of initiatives for the system and the ICCB through the remainder of the 20th Century. As the system enters the 21st Century, it has launched a major planning initiative to develop a forward-looking strategic plan that will provide a focus for the system for the first decade of the new millennium. The plan was developed with input from all community college constituency groups and the ICCB. *The Promise For Illinois* and its seven pledges will be implemented for fiscal year 2001.

**ICCB Databases and Related Reports.** ICCB has developed a comprehensive Management Information System and maintains large administrative databases containing detailed information about students, faculty and staff, curricula, courses, facilities, fiscal matters, etc. ICCB staff use this information to produce regular reports on enrollments and completions, student transfer, faculty and staff salaries, unit cost for instructional delivery, and others that provide statewide accountability as well as valuable information for the colleges to use. These databases are instrumental in meeting state and national reporting and outcomes assessment requirements. The latest ICCB database contains detailed information on students who participate in noncredit courses (N1). Noncredit programs are an important and growing part of how colleges meet the need for education and training in the communities they serve. For the first time, the annual report on student enrollment and completion patterns contained both aggregate noncredit course enrollment data and selected detailed information about individuals enrolling in noncredit courses.

**Uniform Financial Reporting System.** The Uniform Financial Reporting System (UFRS) is a major ICCB initiative to provide the system with a comprehensive financial database. UFRS is operational with audited data by colleges currently accessible on the ICCB homepage. UFRS provides another tool for use in performing financial reviews and analysis of revenues, expenditures, assets, liabilities, and fund balances at the individual college level. Additional analysis can be performed by college officials who have the capability of creating real time customized queries of the databases. The database and software are currently being upgraded to provide better accessibility to all districts.

**Performance-BasedIncentive System.** The Performance-Based Incentive System (PBIS) is dedicated to fostering and evaluating a variety of educational improvement initiatives among Illinois community colleges. Fiscal year 2000 was the second year for PBIS, which incorporates both statewide measures and a district-specific component. Statewide measures account for 60 percent of PBIS dollars and include Student Satisfaction, Student Educational Advancement, Student Success in Employment/Continued Pursuit of Education, Student Transfer to Four-Year Institutions, Population Served, and Academically Disadvantaged Student Success. The district-specific component accounts for a maximum of 40 percent of the PBIS dollars – for colleges performing at the highest level – and recognizes district autonomy, mission differentiation, and the need to address individual community needs. Colleges concentrate their efforts in one of the following areas: Workforce Development, Technology, or Responsiveness to Local Needs.

## Summary and Conclusions

This report highlights and summarizes accountability activities and initiatives submitted by Illinois' 48 community colleges in their *Accountability/Program Review Reports for Fiscal Year 2000.* The reports submitted by the colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that best support each college's mission. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high quality manner. Each year, colleges also address selected focus areas of particular relevance to state-level issues and concerns.

The three primary sections of this report include **Accountability Special Focus Areas, Analyses of the Results of Fiscal Year 1999 College Program Reviews, and State-Level Initiatives.** Topics considered in the Accountability Special Focus section this year include College Priorities, Performance-Based Incentives - District-Based Goal, and Academic and Student Services - Availability and Accessibility. Colleges were also asked to submit information regarding programs and activities that support and help advance the six goals identified in the Illinois Board of Higher Education's initiative titled *The Illinois Commitment: Partnerships, Opportunities, and Excellence.* The responses were summarized in the *Illinois Community College System Results Report for Fiscal Year 2000,* which was issued as a separate document in September 2000. Programs in five academic disciplines, thirty-seven occupational program areas, and in adult and developmental education and English as a Second Language are examined in the Results of Fiscal Year 2000 College Program Reviews. The State-Level Initiatives section briefly highlights initiatives undertaken at the state level in support of the role community colleges in Illinois play in meeting local and statewide needs for education and workforce development through high quality, accessible, and cost-effective programs and services. Highlights of the findings of the report follow.

### Accountability Special Focus Areas

#### *College Priorities*

# Colleges continue to identify priorities in the areas of teaching and learning, student access and success, services, workforce preparation, diversity, community building, communication, leadership, resources, and technology.

# College goals and priorities are closely aligned with and clearly supportive of the Seven Pledges articulated in the *Promise for Illinois* that was adopted by the Illinois Community College Board in September 2000.

#### *Performance-Based Incentives - District-Based Goal*

# The ICCB performance-based funding pilot project is entering its third year. The pilot model is a two-tier model that includes (1) measures that reflect statewide goals for community colleges, and (2) district-specific measures in three goal areas that reflect autonomy, mission differentiation, and community needs.

# The Performance-Based Incentive System was funded at $1 million for fiscal year 1999, $1.5 million for fiscal year 2000, and $2 million for fiscal year 2001.

# Peer Review Panels are currently evaluating the college reports of progress made toward district-based goals during fiscal year 2000 to determine the amount of funding that will be awarded to each district for fiscal year 2001. Detailed information on the results of the district-based goal reports for fiscal year 2000 will be presented to the ICCB at a later date.

***Academic and Student Services – Availability and Accessibility***

Colleges are becoming increasingly proactive in providing support services for all students. Colleges are looking for ways to collaborate and coordinate their efforts with other state agencies and funding sources to avoid duplication of services or effort.

# Colleges use a variety of outreach activities to promote the early identification of students with needs and to link them with the appropriate services, including printed materials, campus meetings, liaisons with community groups, referrals, student/faculty mentors, service awareness speaking engagements in the community, open houses, high school exit interviews, local student service advisory groups or committees, individual consultations with students, and student orientation programs.

# Reporting data regarding students with disabilities is a challenge at most colleges, because the students need to self-identify. While colleges employ a variety of strategies to ensure the data is as complete as possible, there is a clear need to improve the reliability of the data collected on students who require special services.

# With the increase of on-line courses and programs available each year, colleges recognize that support for on-line students is critical and have provided support services in a number of innovative ways, including informational publications, on-line tutoring, and a Virtual Reference Desk.

***Instructional Program Review***

Annual reporting of the results of program reviews is a major accountability effort by the colleges that began in 1983. The review is based on three criteria: program need, program cost, and program quality. Programs are reviewed at least once every five years.

# During fiscal year 2000, colleges reviewed a total of 233 academic disciplines, 29 adult and developmental education and English as a Second programs, and 461 occupational programs.

# Findings of the reviews of academic disciplines indicated adequate need and cost-effectiveness. Quality enhancements included innovative ways of addressing remediation and retention, providing service learning opportunities, and increasing technology to facilitate student learning.

# Reviews of adult and developmental education and English as a Second Language programs indicated strong need. Although serving an at-risk population requires the provision of numerous support services and technological support, the colleges indicated that the programs are cost-effective. Quality enhancements included an increased number of full-time faculty, more faculty and staff development opportunities, and a student-centered approach to teaching.

# As a result of reviews of occupational programs, 379 programs were continued with minor changes, 21 programs were significantly modified, 35 programs were scheduled for further review during fiscal year 2001, and 25 programs were identified for elimination.

# The most commonly identified strengths for occupational programs were knowledgeable faculty, good relationships with related business and industries, relevant curriculum, and quality work-based learning opportunities. The most commonly identified weaknesses were lack of up-to-date equipment and/or technology.

# Nursing programs are consistently among the largest occupational program areas offered by Illinois community colleges. During the five-year review period, enrollments and completions declined steadily. In light of labor market projections that indicate an increasing need within these occupations, there is concern regarding the declining numbers in these programs.

# Low numbers of program completers continued to be a concern for many occupational program areas, which colleges largely attributed to a strong economy and low unemployment rates, as well as an increasing number of students who intend to take specific skill-building courses rather than complete a program.

**Recommendations.** As a result of the findings in the report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2000,* the following is recommended:

# There is a clear need to improve the reliability of the data collected on students who require special services. Colleges should explore strategies to strengthen the data and improve the reporting process, such as the coordination of the various existing reporting formats, increased collaboration between advisement and special services, matching administrative software to support services, and providing more technical assistance to those responsible for collecting the data.

# ICCB staff should undertake an in-depth study of the current issues and trends within the nursing profession and their implications for community college nursing programs.

# Colleges should examine policies, practices and data collection systems to ensure that they support the collection and reporting of the most accurate possible data on student intent and program completion.

**Conclusion.** The report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2000* provides evidence that Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services and that they have in place strategic planning processes to address future needs.

Appendix A

**COMMUNITY COLLEGE PROGRAM REVIEW SUMMARY TABLES**

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 2000

| College | # of Occupational Curricula Reviewed | # of Academic Disciplines Reviewed | # of Dev/Adult Education Programs Reviewed |
|---|---|---|---|
| Black Hawk | 22 | 7 | 0 |
| Chicago | | | |
| Daley | 4 | 0 | 4 |
| Kennedy-King | 5 | 1 | 0 |
| Malcolm X | 1 | 9 | 0 |
| Olive-Harvey | 3 | 5 | 0 |
| Truman | 7 | 3 | 0 |
| Washington | 9 | 3 | 0 |
| Wright | 7 | 9 | 0 |
| Danville | 9 | 8 | 3 |
| DuPage | 26 | 6 | 0 |
| Elgin | 9 | 15 | 0 |
| Harper | 7 | 4 | 1 |
| Heartland | 3 | 4r | 0 |
| Highland | 7 | 7 | 0 |
| IL Central | 20 | 0 | 0 |
| Illinois Eastern | | | |
| Frontier | 1 | 9 | 0 |
| Lincoln Trail | 5 | 9 | 0 |
| Olney | 3 | 9 | 0 |
| Wabash | 5 | 9 | 0 |
| IL Valley | 9 | 0 | 0 |
| Joliet | 26 | 2 | 0 |
| Kankakee | 3 | 0 | 0 |
| Kaskaskia | 14 | 0 | 0 |
| Kishwaukee | 19 | 2 | 0 |

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 2000

| College | # of Occupational Curricula Reviewed | # of Academic Disciplines Reviewed | # of Dev/Adult Education Programs Reviewed |
|---|---|---|---|
| Lake County | 16 | 6 | 1 |
| Lake Land | 15 | 0 | 0 |
| Lewis & Clark | 8 | 7 | 2 |
| Lincoln Land | 12 | 6 | 2 |
| Logan | 8 | 2 | 0 |
| McHenry | 7 | 4 | 0 |
| Moraine Valley | 9 | 4 | 3 |
| Morton | 1 | 7 | 3 |
| Oakton | 16 | 2 | 0 |
| Parkland | 11 | 11 | 0 |
| Prairie State | 1 | 6 | 0 |
| Rend Lake | 8 | 1 | 0 |
| Richland | 5 | 7 | 0 |
| Rock Valley | 7 | 7 | 0 |
| Sandburg | 6 | 6 | 0 |
| Sauk Valley | 5 | 8 | 0 |
| Shawnee | 7 | 2 | 4 |
| South Suburban | 14 | 1 | 0 |
| Southeastern | 19 | 3 | 0 |
| Southwestern | 12 | 7 | 0 |
| Spoon River | 4 | 7 | 0 |
| Triton | 24 | 5 | 5 |
| Waubonsee | 11 | 2 | 1 |
| Wood | 11 | 0 | 0 |
| TOTALS | 461 | 233 | 29 |

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 2000 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

| College | Number of Programs Reviewed | Number Continued with Minor Improvements | Number Significantl y Modified | Number Scheduled for Further Review | Number Identified for Elimination |
|---|---|---|---|---|---|
| Black Hawk | 22 | 20 | | | 2 |
| Chicago | | | | | |
| Daley | 4 | 1 | 1 | 2 | |
| Kennedy-King | 5 | 3 | | 2 | |
| Malcolm X | 1 | 1 | | | |
| Olive-Harvey | 3 | 2 | | | 1 |
| Truman | 7 | 4 | 3 | | |
| Washington | 9 | 3 | 1 | 2 | 3 |
| Wright | 7 | 2 | 5 | | |
| Danville | 9 | 9 | | | |
| DuPage | 26 | 25 | | 1 | |
| Elgin | 9 | 6 | 2 | 1 | |
| Harper | 7 | 6 | 1 | | |
| Heartland | 3 | 3 | | | |
| Highland | 7 | 6 | | | 1 |
| Illinois Central | 20 | 18 | | 2 | |
| Illinois Eastern | | | | | |
| Frontier | 1 | 1 | | | |
| Lincoln Trail | 5 | 4 | | 1 | |
| Olney | 3 | 3 | | | |
| Wabash Valley | 5 | 5 | | | |
| Illinois Valley | 9 | 8 | | | 1 |
| Joliet | 26 | 26 | | | |
| Kankakee | 3 | 3 | | | |
| Kaskaskia | 14 | 13 | | | 1 |
| Kishwaukee | 19 | 17 | | 1 | 1 |
| Lake County | 16 | 12 | | 4 | |

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 2000 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

| College | Number of Programs Reviewed | Number Continued with Minor Improvements | Number Significantl y Modified | Number Scheduled for Further Review | Number Identified for Elimination |
|---|---|---|---|---|---|
| Lake Land | 15 | 15 | | | |
| Lewis & Clark | 8 | 8 | | | |
| Lincoln Land | 12 | 8 | | 1 | 3 |
| Logan | 8 | 6 | 1 | | 1 |
| McHenry | 7 | 2 | | 5 | |
| Moraine Valley | 9 | 8 | 1 | | |
| Morton | 1 | 1 | | | |
| Oakton | 16 | 16 | | | |
| Parkland | 11 | 10 | | 1 | |
| Prairie State | 1 | 1 | | | |
| Rend Lake | 8 | 8 | | | |
| Richland | 5 | 3 | 1 | | 1 |
| Rock Valley | 7 | 5 | | | 2 |
| Sandburg | 6 | 5 | | | |
| Sauk Valley | 5 | 5 | | | |
| Shawnee | 7 | 6 | | 1 | |
| South Suburban | 14 | 9 | 3 | 2 | |
| Southeastern | 19 | 19 | | | |
| Southwestern | 12 | 12 | | | |
| Spoon River | 4 | 3 | | 1 | |
| Triton | 24 | 12 | 1 | 3 | 8 |
| Waubonsee | 11 | 5 | 1 | 5 | |
| Wood | 11 | 11 | | | |
| TOTALS | 461 | 379 | 21 | 35 | 25 |

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 2000

| District/College | Program Title | CIP |
|---|---|---|
| Lincoln Land | Landscape Horticulture, AAS | 010605 |
| Kishwaukee | Horticulture Technology Equipment, AAS | 010601 |
| Rock Valley | Marketing , AAS | 080706 |
| Rock Valley | Basic Marketing, Certificate | 080706 |
| Olive-Harvey | Marketing Basic, Certificate | 080706 |
| Triton | Marketing Sales , AAS | 080706 |
| Triton | Transportation Sales, Certificate | 080706 |
| Triton | Sales, Certificate | 080706 |
| Highland | Marketing, , AAS | 080706 |
| Harold Washington | Merchandising & Marketing, AAS | 080706 |
| Harold Washington | Merchandising & Marketing, Basic Certificate | 080706 |
| Harold Washington | Merchandising & Marketing, Advanced Certificate | 080706 |
| Triton | Marketing / Retailing, AAS | 080705 |
| Triton | Retailing, Certificate | 080705 |
| Lincoln Land | Retailing, AAS | 080705 |
| Lincoln Land | Techniques of Retailing, Certificate | 080705 |
| Logan | Travel & Tourism, AAS | 081105 |
| Black Hawk | Fashion Merchandising, AAS | 080102 |
| Black Hawk | Fashion Merchandising, Certificate | 080102 |
| Triton | Marketing & Fashion Merchandising, AAS | 080102 |
| Triton | Fashion Merchandising, Certificate | 080102 |
| Kaskaskia | Fashion Merchandising, AAS | 080102 |
| Triton | Recreational / Therapeutic Recreational, AAS | 512604 |
| Rock Valley | Turf Grass Management, Certificate | 010601 |
| Illinois Valley | Commercial Custodial Training, Certificate | 200604 |